

DOCUMENT RESUME

ED 374 714

HE 027 720

TITLE Faculty Instructional Workload.
INSTITUTION Colorado Commission on Higher Education, Denver.
PUB DATE May 94
NOTE 83p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Faculty; *College Instruction; College Students; Community Colleges; Credits; Full Time Faculty; Higher Education; Part Time Faculty; *State Colleges; State Surveys; State Universities; *Teacher Student Ratio; *Teaching Load; Universities

IDENTIFIERS *Colorado; Contact Hours

ABSTRACT

This report provides data on instructional workloads at 28 Colorado public universities, colleges, and community colleges during the 1992-93 academic year. The workload data includes classroom and laboratory instruction (Type A), as well as individual instruction (Type B), such as independent study, thesis hours, and dissertation hours. It does not include research, public service, and student advising. Comparative data measure: (1) total instructional full-time (FT) faculty and full-time equivalent (FTE) students; (2) distribution of total student credit hours; (3) teaching load per FTE FT faculty; (4) average number of students per Type A class; (5) average weekly contact hours per FTE FT faculty; (6) average Type A students per credit hours FTE FT faculty; (7) average Type B student credit hours per FTE FT faculty; (8) overall distribution of contact hours by type of instructor; and (9) distribution of lower division, upper division, and graduate contact hours by type of instructor. Detailed information on each institution is also provided, as well as comments by individual institutions on the nature of instructional workloads at their institution. Copies of the data collection form, definitions of terms, and institutional groupings are also included. (MDM)

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COLORADO COMMISSION ON HIGHER EDUCATION

FACULTY INSTRUCTIONAL WORKLOAD

May 1994

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TABLE OF CONTENTS

INTRODUCTION	1
COMPARATIVE MEASURES	1
Total Instructional Full-Time Faculty and Full-Time Equivalent Students	2
Distribution of Total Student Credit Hours	4
Teaching Load per FTE FT Faculty	6
Average Number of Students per Type A Class	8
Average Weekly Contact Hours	10
Average Number of Type B Students	12
Average Type A Student Credit Hours	14
Average Type B Student Credit Hours	16
Overall Distribution of Contact Hours	18
Distribution of Lower Division Contact Hours	20
Distribution of Upper Division and Graduate Contact Hours	22
INSTITUTIONAL PROFILES	25
Colo School of Mines (CSM)	27
Colorado State Univ (CSU)	28
UC - Boulder (UCB)	29
Adams State College (ASC)	30
UC - Colorado Springs (UCCS)	31
UC - Denver (UCD)	32
Univ of Northern Colo (UNC)	33
Fort Lewis College (FLC)	34
Mesa State College (MESA)	35
Metro State College (METRO)	36
Univ of Southern Colo (USC)	37
Western State College (WSC)	38
Arapahoe CC (ACC)	39
CC of Aurora (CCA)	40
CC of Denver (CCD)	41
Front Range CC (FRCC)	42
Pueblo CC (PCC)	43
Pikes Peak CC (PPCC)	44
Red Rocks CC (RRCC)	45
Lamar CC (LCC)	46
Morgan CC (MCC)	47
Otero JC (OJC)	48
Trinidad State JC (TSJC)	49
Aims CC (AIMS)	50
Colorado Mntn College (CMC)	51
CO Northwestern CC (CNCC)	52
Northeastern JC (NJC)	53
THE UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER	54
UC - HSC (UCHSC)	55
INSTITUTIONAL COMMENTS	57
Attachment 1	71
Attachment 2	83

INTRODUCTION

The Colorado Commission on Higher Education (CCHE) is publishing this report on "Faculty Instructional Workload" as a supplement to the fourth edition of the *ScoreCard on Colorado Public Higher Education*. The report provides data on instructional workload at Colorado public colleges and universities during the 1992-93 academic year. It is important to remember that faculty have many additional responsibilities such as research, public service, and student advising and that this report does not measure or reflect these other activities.

Instructional activities are typically divided into two delivery modes: (1) classroom and laboratory instruction (referred to in CCHE policy as Type A), and (2) individual instruction such as independent study or thesis and dissertation hours (referred to in CCHE policy as Type B). All twenty-eight Colorado public colleges and universities provided faculty workload data for the 1992-93 academic year on Type A and Type B instructional activities of their full-time faculty. Some additional weekly contact hour data was also provided for part-time faculty, teaching assistants, and institutional administrators and staff who also do some teaching. The basic measures reported include:

- for academic year classroom and laboratory (Type A) instruction taught by full-time faculty, the average number of weekly faculty contact hours, course credit hours, and student credit hours;
- for average academic year individual (Type B) instruction taught by full-time faculty, the average number of student credit hours and students taught; and
- the percent of academic year classroom and laboratory (Type A) average weekly faculty contact hours taught by instructional level (lower division, upper division, graduate I, and graduate II) and by type of faculty (full-time, part-time, grad TA, and other);

An example of the data collection forms used to collect this data is contained in Attachment 1.

COMPARATIVE MEASURES

This section displays faculty instructional workload measures by individual institution. As mentioned in the introduction, the instructional activities reported in this section are only a portion of the total activities expected of the faculty.

The institutions are grouped into institutional sectors since role and mission differences between types of institution will result in quite different faculty workload expectations. The tables include subtotals for each institutional grouping. For example, at a research university, faculty are also expected to devote a significant portion of their work time to research and service. Attachment 2 lists the institutional groupings. The "Public System" total does not include the Local District Colleges. The University of Colorado - Health Sciences Center is excluded from these tables. Data for UCHSC is discussed separately in a later section of this report (page 54).

Total Instructional Full-Time Faculty and Full-Time Equivalent Students

All faculty do not have instructional responsibilities, and instructional faculty may have non-instructional responsibilities that are funded from other sources. This is illustrated in the following table. The first column displays the total number of full-time instructional faculty. This represents the number of faculty on full-time academic year appointments, as defined by the institution, who are expected to teach, even if the teaching load is less-than full-time¹.

The next column displays the full-time equivalent (FTE) full-time faculty number. Some full-time instructional faculty may have "split appointments" between instruction and agency-or-research funded accounts (with FTE breaks such as .50/.50, .75/.25, .25/.75, and so on). In these cases, only the percent funded by the instruction account are reported. Where there is no split appointment between instruction and other functions, no prorating of faculty FTE was made to reflect "release time" for special tasks, such as institutional committee service. Community colleges and baccalaureate institutions show FTE faculty numbers very close to the headcount, while the research universities and comprehensive colleges show smaller FTE counts, reflecting the other funding sources available to these institutions.

- The public system reported 4,900 total full-time instructional faculty, and 4,518 FTE full-time instructional faculty.
- There were an additional 281 full-time faculty reported by the local district colleges, and 276 FTE full-time instructional faculty.

The two last columns in the table report the academic year FTE students² reported by the institutions, and the percent of total academic year FTE students taught by full-time faculty.

- There were 117,795 academic FTE students reported by the public system, 62.2 percent of whom were taught by full-time faculty.
- The percent taught by full-time faculty is fairly constant across institutional groups (66 to 75 percent) with the exception of the urban community colleges and local district colleges, where 38 percent and 49.5 percent, respectively, of instruction was delivered by full-time faculty.

Students not taught by full-time faculty are taught by part-time faculty, administrators or staff, or graduate teaching assistants. (See "Overall Distribution of Contact Hours" on page 19.)

¹These faculty headcount totals will not match those published in other CCHE publications, such as the *Diversity Report*, since those reports may include non-teaching faculty such as library administrators, research faculty, and faculty on sabbatical.

²Full-time equivalent students are computed as the total number of student credit hours divided by 30.

**Total Instructional Full-Time Faculty and Full-Time Equivalent Students for
Academic Year 93**

Sectors/Institutions	Total FT Faculty (Headcount)	Total FT Faculty (FTE)	Academic Year FTE Students	Percent Taught by FT Faculty
Public System	4,900	4,518	117,795	62.2%
Research Universities	2,171	1,911	42,391	67.6%
Comprehensive	1,020	956	20,666	66.9%
Baccalaureate	952	921	24,639	75.1%
Urban Community Col	628	609	27,166	38.0%
Rural Community Col	129	121	2,932	66.7%
Local Districts	281	276	8,662	49.5%
Colorado School of Mines	160	146	2,684	69.9%
Colorado State Univ	990	808	18,685	74.0%
UC - Boulder	1,021	957	21,022	61.7%
Adams State College	98	98	2,106	81.0%
UC - Colorado Springs	174	171	3,304	63.0%
UC - Denver	331	307	6,365	56.8%
Univ of Northern Colo	417	379	8,891	72.2%
Fort Lewis College	168	165	3,569	87.7%
Mesa State College	141	135	3,500	83.5%
Metro State College	366	359	11,354	62.9%
Univ of Southern Colo	176	161	3,863	81.5%
Western State College	101	101	2,353	92.5%
Arapahoe CC	91	91	3,673	50.9%
CC of Aurora	24	24	2,206	13.9%
CC of Denver	97	93	4,128	37.8%
Front Range CC	149	149	6,592	34.1%
Pueblo CC	90	79	2,463	55.2%
Pikes Peak CC	113	112	4,886	40.0%
Red Rocks CC	64	61	3,218	31.7%
Lamar CC	26	26	532	86.2%
Morgan CC	32	27	683	42.9%
Otero JC	29	25	709	70.9%
Trinidad State JC	42	42	1,008	69.7%
Aims CC	113	110	3,962	46.8%
Colorado Mtn College	62	62	2,201	37.8%
CO Northwestern CC	42	42	813	56.1%
Northeastern JC	64	62	1,687	68.2%

Distribution of Total Student Credit Hours

Courses in Colorado are conventionally categorized into two categories. The first category (Type A) represents the more traditional delivery mode, primarily consisting of lectures and laboratories. In Type A instruction, a faculty member is teaching a group of students in a regularly scheduled format. In general, a three credit hour lecture would involve three hours of teaching per week while a three credit hour laboratory course would involve six hours of instruction per week. The other mode (Type B) typically represents individualized instruction. While there is faculty involvement, it is more difficult to quantify and total credit hours awarded is based more on student effort than on faculty contact. Type B courses include independent study, dissertation and thesis work, student teaching, and instructional laboratories utilizing computers and other learning aids.

The following table shows the distribution of total academic year student FTE reported by the institutions for 1992-93 by these two categories.

- 95 percent of the total student FTE was reported as Type A and 5 percent as Type B.

Several institutions (primarily the rural community colleges) did not report Type B instruction for the 1992-93 fiscal year. It is probable that they did in fact offer some Type B instruction but were unable to report the data in this first year of data collection. Nevertheless, the data show that the vast majority of instruction is still delivered through the more conventional Type A methods.

The last two columns in the table show the percent of Type A and Type B instruction taught by full-time faculty. These percentages are similar to those in the previous table that showed the overall percent, but this table separates the percent into the two instructional types.

- In the public system, 59.2 percent of Type A instruction was delivered by full-time faculty, and 73.9 percent of Type B instruction was supervised by full-time faculty.
- The percent of instruction delivered by full-time faculty varies by type of institution. At most institutions, a greater percentage of Type B instruction is delivered by full-time faculty than Type A, but this is not the case in general for the comprehensive institutions and local district colleges.

Distribution of Total Student Credit Hours by
Type A (Lecture and Laboratory Instruction) and
Type B (Individualized Instruction)
for Academic Year 93

Sectors/Institutions	Academic Year FTE Students	Percent that is Type A	Percent that is Type B	Percent Type A Taught by FT Faculty	Percent Type B Taught by FT Faculty
Public System	117,795	95.0%	5.0%	59.2%	73.9%
Research Universities	42,391	93.6%	6.4%	63.9%	84.3%
Comprehensive	20,666	93.7%	6.3%	68.3%	61.4%
Baccalaureate	24,639	96.8%	3.2%	74.2%	79.5%
Urban Community Col	27,166	96.2%	3.8%	41.6%	58.8%
Rural Community Col	2,932	99.8%	.2%	66.4%	0.0%
Local Districts	8,662	96.8%	3.2%	44.6%	42.0%
Colo School of Mines	2,684	90.5%	9.5%	70.9%	100.0%
Colorado State Univ	18,685	92.9%	7.1%	70.2%	84.8%
UC - Boulder	21,022	94.6%	5.4%	58.0%	80.2%
Adams State College	2,106	92.8%	7.2%	80.7%	48.2%
UC - Colorado Springs	3,304	97.4%	2.6%	63.4%	79.0%
UC - Denver	6,365	94.6%	5.4%	59.1%	49.3%
Univ of Northern Colo	8,891	91.8%	8.2%	75.0%	67.8%
Fort Lewis College	3,569	94.8%	5.2%	88.8%	96.4%
Mesa State College	3,500	98.4%	1.6%	81.3%	100.0%
Metro State College	11,354	97.0%	3.0%	62.8%	54.5%
Univ of Southern Colo	3,863	96.3%	3.7%	82.1%	100.0%
Western State College	2,353	97.0%	3.0%	82.0%	99.4%
Arapahoe CC	3,573	99.8%	.2%	59.2%	100.0%
CC of Aurora	2,206	99.1%	.9%	14.0%	21.9%
CC of Denver	4,128	92.7%	7.3%	52.8%	18.9%
Front Range CC	6,592	95.6%	4.4%	34.1%	100.0%
Pueblo CC	2,463	92.5%	7.5%	59.0%	8.4%
Pikes Peak CC	4,886	96.6%	3.4%	48.1%	100.0%
Red Rocks CC	3,218	97.6%	2.4%	29.7%	100.0%
Lamar CC	532	100.0%	0.0%	85.7%	0.0%
Morgan CC	683	100.0%	0.0%	48.1%	0.0%
Otero JC	709	99.2%	.8%	73.4%	0.0%
Trinidad State JC	1,008	100.0%	0.0%	67.9%	0.0%
Aims CC	3,962	98.4%	1.6%	44.8%	17.3%
Colorado Mtn College	2,201	95.4%	4.6%	31.8%	43.3%
CO Northwestern CC	813	94.9%	5.1%	52.5%	32.0%
Northeastern JC	1,687	95.8%	4.2%	60.5%	67.8%

Teaching Load per FTE FT Faculty

The next table displays the average teaching loads for full-time FTE faculty in academic year 1992-93. The first column shows the average number of Type A (lecture or laboratory) course credit hours delivered per academic year and the second column shows the number of three credit hours classes that would be equivalent to the course credit hours.

- The public system average was 19.2 course credit hours, which is equivalent to 6.4 three credit hour courses per academic year.

There are large differences on this measure between institutional groupings.

- Full-time faculty at research universities teach about 12 credit hours per academic year, compared to 17 at comprehensive colleges and almost 23 at baccalaureate institutions.
- The urban and rural community colleges teach from 34 to 44 credit hours per academic year, respectively. The average for the local district colleges is 26.4.

There are slight differences between institutions within each grouping, but in general, the teaching load within each sector is fairly uniform. These differences are consistent with national trends and represent differences between role and mission of the institutions and different expectations of faculty. Differences between institutions may also reflect programmatic differences. For example, the Colorado School of Mines primarily has engineering programs while Colorado State University and the University of Colorado at Boulder have engineering programs as well as large arts and science programs and other programs such as agriculture, business, music, etc.

Other colleges may use different teaching methods. For example, the Community College of Aurora reports fewer credit hours per full-time faculty member than the other urban community colleges (23.5 versus average of 33.9); this may be a result of the high percentage of part-time faculty at CCA and the use of full-time faculty to supervise the curriculum delivered by the part-time faculty.

The next column on the table reports the average class size for each Type A class taught by full-time faculty and the last column reports the average number of students receiving credit for Type B¹ instruction per full-time faculty member. This data indicates the amount of instructional contact time typical of full-time faculty members.

- The public system average Type A class size was about 24 students.
- Overall, there were about 7.6 students per full-time faculty member taking Type B classes in the public system.

¹Several community colleges did not report Type B data for academic year 1992-93, probably because the data was not readily available and this is the first year that such data was requested. It is also possible that total Type B data is understated at other institutions.

Teaching Load per FTE FT Faculty
Academic Year 93

Sectors/Institutions	Average Course Credit Hours (Type A)	Equivalent No. of 3 Credit Hr Courses per Academic Year	Average Class Size (Type A)	Number of Type B Headcount
Public System	19.2	6.4	23.8	7.6
Research Universities	12.3	4.1	33.8	8.7
Comprehensive	17.1	5.7	24.0	8.1
Baccalaureate	23.0	7.7	25.3	5.1
Urban Community Col	33.9	11.3	14.1	8.9
Rural Community Col	43.8	14.6	11.1	0.0
Local Districts	26.4	8.8	17.2	4.3
Colo School of Mines	15.7	5.2	21.2	8.5
Colorado State Univ	12.4	4.1	38.0	10.6
UC - Boulder	11.6	3.9	32.6	7.1
Adams State College	23.2	7.7	21.4	6.0
UC - Colorado Springs	16.0	5.3	22.1	5.3
UC - Denver	15.5	5.2	21.7	6.0
Univ of Northern Colo	17.2	5.7	27.2	11.5
Fort Lewis College	22.6	7.5	23.7	7.9
Mesa State College	26.6	8.9	24.0	3.4
Metro State College	22.7	7.6	25.6	4.2
Univ of Southern Colo	20.0	6.7	28.0	5.8
Western State College	24.6	8.2	25.5	4.6
Arapahoe CC	30.0	10.0	20.5	3.9
CC of Aurora	23.5	7.8	16.1	1.9
CC of Denver	38.5	12.8	12.6	9.8
Front Range CC	30.7	10.2	12.9	20.5
Pueblo CC	39.7	13.2	12.9	1.7
Pikes Peak CC	34.4	11.5	14.0	0.0
Red Rocks CC	36.	12.1	12.7	14.7
Lamar CC	44.6	14.9	11.7	0.0
Morgan CC	38.8	12.9	8.4	0.0
Otero JC	38.3	12.8	15.5	0.0
Trinidad State JC	49.7	16.6	10.1	0.0
Aims CC	26.9	9.0	18.7	1.8
Colorado Mntn College	25.2	8.4	15.1	7.3
CO Northwestern CC	24.7	8.2	12.8	3.4
Northeastern JC	28.1	9.4	19.0	6.3

Average Number of Students per Type A Class

The previous table displayed total student FTE and described the difference between Type A (lecture and laboratory) and Type B (individualized) instruction. The following table shows the average number of students per class¹ for Type A classes offered during the 1992-93 academic year that were taught by full-time faculty. The data is also shown by class level:

- Lower Division - Courses designed primarily for students at the freshman and sophomore level.
 - Upper Division - Courses designed primarily for students at the junior and senior level.
 - Graduate I - Courses designed primarily for students classified as Graduate I (below master's degree level).
 - Graduate II - Courses designed primarily for students classified as Graduate II (at or above master's degree level).
- o In the public system, the average class in the 1992-93 academic year had 24 students, with about twice the number in undergraduate classes (about 25 students) than at the graduate level (about 13 to 15 students).

There were differences between type of institution as well as by level of class.

- o The average lower division class size at the research universities was over twice the state average (about 62 students per class).
- o The comprehensive and baccalaureate colleges and universities have smaller lower division class sizes than the research universities (37 to 30 students per class), but are still over twice the size at community colleges (from 11 to 17).
- o Class sizes at the four-year institutions are generally smaller at higher class levels (an exception is Colorado State University, where they have large classes in their Veterinary Medicine program, resulting in a relative large Graduate II class size there).
- o Class sizes at the community and local district colleges are fairly uniform, with most colleges averaging 13 to 15 students per class taught by full-time faculty.

¹Estimated as the total number of student credit hours divided by the total number of course credit hours.

Average Number of Students per Type A Class
for Classes Taught by Full-Time Faculty
Academic Year 93

Sectors/Institutions	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Public System	24	26	25	13	15
Research Universities	34	62	32	13	18
Comprehensive	24	37	23	14	7
Baccalaureate	25	30	19	16	
Urban Community Col	14	14			
Rural Community Col	11	11			
Local Districts	17	17			
Colo School of Mines	21	38	20	10	9
Colorado State Univ	38	65	34	14	32
UC - Boulder	33	63	32	12	13
Adams State College	21	31	15	6	
UC - Colorado Springs	22	34	21	12	10
UC - Denver	22	35	25	16	6
Univ of Northern Colo	27	41	26	12	7
Fort Lewis College	24	30	17		
Mesa State College	24	26	19		
Metro State College	26	32	20		
Univ of Southern Colo	28	35	21	16	
Western State College	25	29	19		
Arapahoe CC	20	20			
CC of Aurora	16	16			
CC of Denver	13	13			
Front Range CC	13	13			
Pueblo CC	13	13			
Pikes Peak CC	14	14			
Red Rocks CC	13	13			
Lamar CC	12	12			
Morgan CC	8	8			
Otero JC	15	15			
Trinidad State JC	10	10			
Aims CC	19	19			
Colorado Mntn College	15	15			
CO Northwestern CC	13	13			
Northeastern JC	19	19			

Average Weekly Contact Hours

The next table displays the average number of contact hours per week for full-time faculty who are teaching Type A (lecture and laboratory) courses. These are the scheduled class contact hours per week. They do not represent time preparing for class, time meeting with students outside of class hours, or grading and reading of class assignments and papers. As mentioned on page 4, the general formula for Type A instruction is one hour of contact per week for a lecture credit hour and two contact hours per week for a laboratory credit hour.

The table shows a wide variance across institutional types.

- The public system average is 11.8 contact hours per week¹.
- The average varies across institutional grouping: 7.9 at research universities, 10.2 at comprehensive colleges, 14.1 at baccalaureate colleges, 20.9 at urban community colleges, 23.8 at rural community colleges, and 15.5 at the local district colleges.

There are differences within institutional sectors, but in general, the weekly contact hours per full-time faculty member for each institution in a sector are fairly similar to each other and are consistent with expected role and mission differences. Differences can be a result of different teaching modes (for example, a higher percentage of laboratories would result in more contact hours per week).

The table also shows the distribution across course levels for institutions with upper division and graduate courses (see page 8 for definition of course levels). These distributions partially reflect the actual distribution of students by level, but nevertheless, they show that the majority of weekly contact hours is spent with undergraduate students.

- At the research universities, 5.8 out of 7.9 weekly contact hours are spent with undergraduates.
- Similarly, at the comprehensive colleges, 6.9 out of 10.2 weekly contact hours are spent with undergraduates.
- Only one of the baccalaureate institutions has any graduate programming, but at most of these institutions, more weekly contact hours are spent with lower division than upper division students (7.7 versus 6.3 for the overall average).

¹Averages for the public system are not shown by course level since only some institutions have upper division and graduate courses.

Average Weekly Contact Hours
for Type A Classes Taught by Full-Time Faculty
Academic Year 93

Sectors/Institutions	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Public System	11.8	---	---	---	---
Research Universities	7.9	2.2	3.6	1.7	.4
Comprehensive	10.2	3.1	3.8	2.9	.4
Baccalaureate	14.1	7.7	6.3	.1	---
Urban Community Col	20.9	---	---	---	---
Rural Community Col	23.8	---	---	---	---
Local Districts	15.5	---	---	---	---
Colo School of Mines	11.7	3.3	5.5	2.4	.4
Colorado State Univ	8.4	2.7	3.9	1.5	.3
UC - Boulder	6.9	1.6	3.0	1.8	.5
Adams State College	13.6	6.2	5.8	1.6	---
UC - Colorado Springs	9.0	2.7	4.0	2.2	.2
UC - Denver	9.6	1.6	3.0	4.6	.3
Univ of Northern Colo	10.5	3.8	3.9	2.2	.6
Fort Lewis College	13.1	7.1	6.0	---	---
Mesa State College	16.5	12.4	4.1	---	---
Metro State College	14.0	6.4	7.6	---	---
Univ of Southern Colo	11.6	5.9	5.3	.4	---
Western State College	16.6	10.3	6.3	---	---
Arapahoe CC	17.5	---	---	---	---
CC of Aurora	23.2	---	---	---	---
CC of Denver	24.1	---	---	---	---
Front Range CC	19.1	---	---	---	---
Pueblo CC	27.7	---	---	---	---
Pikes Peak CC	20.0	---	---	---	---
Red Rocks CC	17.5	---	---	---	---
Lamar CC	28.7	---	---	---	---
Morgan CC	23.4	---	---	---	---
Otero JC	22.8	---	---	---	---
Trinidad State JC	21.5	---	---	---	---
Aims CC	15.0	---	---	---	---
Colorado Mntn College	14.5	---	---	---	---
CO Northwestern CC	16.1	---	---	---	---
Northeastern JC	16.7	---	---	---	---

Average Number of Type B Students

Similar to the previous table, the following table reports the number of students per full-time faculty member taking Type B (individual) instruction. As mentioned on page 6, all institutions did not report Type B data for the 1992-93 academic year. Generalizations from this table should be made, therefore, with great caution.

- In the public system, there were 7.6 students per full-time faculty member taking Type B courses¹.
- This average was fairly constant across the institutional groupings reporting Type B data, though a couple of the urban community colleges raised the overall average due to the large numbers there.
- At the research universities, the great majority of Type B instruction occurs at the upper division and graduate level.
- Slightly more Type B instruction was reported at the lower division level at comprehensive and baccalaureate institutions, but even there the majority of Type B instruction was reported at higher levels.

The whole issue of reporting faculty instructional activity for Type B courses should be reexamined for future collections of this data, both to ensure more complete reporting and to address issues that arose during this first year of collecting this data. In addition, because several institutions are beginning to use instructional modes that are a combination of lecture and independent study, more work needs to be done to determine how to report this type of instruction.

¹Averages for the public system are not shown by course level since only some institutions have upper division and graduate courses.

Average Number of Students Taught in
Type B Instruction per Full-Time Faculty
Academic Year 93

Sectors/Institutions	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Public System	7.6	---	---	---	---
Research Universities	8.7	.1	2.9	2.8	2.8
Comprehensive	8.1	1.0	3.6	2.5	1.0
Baccalaureate	5.1	1.0	4.0	.1	---
Urban Community Col	8.9	---	---	---	---
Rural Community Col	---	---	---	---	---
Local Districts	4.3	---	---	---	---
Colo School of Mines	8.5	---	.5	4.6	3.4
Colorado State Univ	10.6	.3	3.9	3.7	2.6
UC - Boulder	7.1	.0	2.4	1.8	2.9
Adams State College	6.0	2.0	2.0	1.9	---
UC - Colorado Springs	5.3	.6	2.0	2.5	.2
UC - Denver	6.0	.6	2.1	2.5	.7
Univ of Northern Colo	11.5	1.3	5.9	2.6	1.8
Fort Lewis College	7.9	1.1	6.8	---	---
Mesa State College	3.4	1.1	2.3	---	---
Metro State College	4.2	1.2	3.0	---	---
Univ of Southern Colo	5.8	.5	4.7	.6	---
Western State College	4.6	.4	4.1	---	---
Arapahoe CC	3.9	---	---	---	---
CC of Aurora	1.9	---	---	---	---
CC of Denver	9.8	---	---	---	---
Front Range CC	20.5	---	---	---	---
Pueblo CC	1.7	---	---	---	---
Pikes Peak CC	---	---	---	---	---
Red Rocks CC	14.7	---	---	---	---
Lamar CC	---	---	---	---	---
Morgan CC	---	---	---	---	---
Otero JC	---	---	---	---	---
Trinidad State JC	---	---	---	---	---
Aims CC	1.8	---	---	---	---
Colorado Mtn College	7.3	---	---	---	---
CO Northwestern CC	3.4	---	---	---	---
Northeastern JC	6.3	---	---	---	---

Average Type A Student Credit Hours

Another way of indicating instructional activity is to look at the total number of student credit hours generated per full-time faculty member. Total student credit hours in a course is the number of credits for the course times the number of students taking the course. This data for Type A courses taught by full-time faculty in academic year 1992-93 is shown in the next table.

The average number of student credit hours varies across institutional groups and course level, but the overall averages are fairly stable.

- The public system average is 458 student credit hours per full-time faculty member¹.
- This ranges from a low of 409 at comprehensive institutions to a high of 582 at baccalaureate institutions, a fairly narrow variation compared to the variations in other tables.

There are differences between institutions within each group and these differences show more variation within each sector than with several of the previous measures. These differences probably relate to class sizes and the overall size of the institution.

The differences by course level correspond to the distribution of students by student level at each respective institution. For example, the University of Colorado at Denver has the highest percent of graduate students than any other college in Colorado and this is reflected in the table.

17

¹Averages for the public system are not shown by course level since only some institutions have upper division and graduate courses.

Average Student Credit Hours of
Type A Instruction per Full-Time Faculty
Academic Year 93

Sectors/Institutions	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Public System	458	---	---	---	---
Research Universities	414	190	175	37	12
Comprehensive	409	192	147	65	4
Baccalaureate	582	383	197	2	---
Urban Community Col	478	---	---	---	---
Rural Community Col	487	---	---	---	---
Local Districts	454	---	---	---	---
Colo School of Mines	333	141	145	40	6
Colorado State Univ	471	225	195	37	14
UC - Boulder	378	167	162	37	11
Adams State College	498	329	153	17	---
UC - Colorado Springs	352	155	145	50	3
UC - Denver	337	94	121	119	3
Univ of Northern Colo	469	253	167	42	7
Fort Lewis College	537	362	175	---	---
Mesa State College	638	507	131	---	---
Metro State College	580	337	244	---	---
Univ of Southern Colo	559	360	189	11	---
Western State College	626	455	171	---	---
Arapahoe CC	615	---	---	---	---
CC of Aurora	379	---	---	---	---
CC of Denver	485	---	---	---	---
Front Range CC	395	---	---	---	---
Pueblo CC	512	---	---	---	---
Pikes Peak CC	481	---	---	---	---
Red Rocks CC	460	---	---	---	---
Lamar CC	524	---	---	---	---
Morgan CC	326	---	---	---	---
Otero JC	593	---	---	---	---
Trinidad State JC	504	---	---	---	---
Aims CC	503	---	---	---	---
Colorado Mtn College	381	---	---	---	---
CO Northwestern CC	316	---	---	---	---
Northeastern JC	532	---	---	---	---

Average Type B Student Credit Hours

The next table shows the total student credit hours per full-time faculty member for Type B courses. The cautions about the Type B data on pages 6 and 12 also apply to the data on this table.

- In the public sector, about 29 student credit hours per full-time faculty member were reported for academic year 1992-93¹.
- The research universities and urban community colleges reported the highest numbers (36 and 30, respectively) and the local district colleges the fewest (13)².

This data varies widely at the urban community colleges and local district colleges, possibly due to incomplete reporting.

10

¹Averages for the public system are not shown by course level since only some institutions have upper division and graduate courses.

²Non of the rural community colleges reported any Type B student credit hours for the 1992-93 academic year.

Average Student Credit Hours of
Type B Instruction per Full-Time Faculty
Academic Year 93

Sectors/Institutions	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Public System	29	--	--	--	--
Research Universities	36	--	9	10	17
Comprehensive	25	2	12	7	4
Baccalaureate	21	3	18	--	--
Urban Community Col	30	--	--	--	--
Rural Community Col	--	--	--	--	--
Local Districts	13	--	--	--	--
Colo School of Mines	53	--	1	26	25
Colorado State Univ	42	--	11	13	17
UC - Boulder	28	--	9	4	15
Adams State College	22	4	12	6	--
UC - Colorado Springs	12	1	5	5	1
UC - Denver	17	1	5	7	3
Univ of Northern Colo	39	2	20	9	8
Fort Lewis College	32	2	30	--	--
Mesa State College	13	2	10	--	--
Metro State College	16	5	11	--	--
Univ of Southern Colo	26	2	23	2	--
Western State College	21	1	20	--	--
Arapahoe CC	2	--	--	--	--
CC of Aurora	6	--	--	--	--
CC of Denver	18	--	--	--	--
Front Range CC	58	--	--	--	--
Pueblo CC	6	--	--	--	--
Pikes Peak CC	45	--	--	--	--
Red Rocks CC	38	--	--	--	--
Lamar CC	--	--	--	--	--
Morgan CC	--	--	--	--	--
Otero JC	--	--	--	--	--
Trinidad State JC	--	--	--	--	--
Aims CC	3	--	--	--	--
Colorado Mntn College	21	--	--	--	--
CO Northwestern CC	9	--	--	--	--
Northeastern JC	23	--	--	--	--

Overall Distribution of Contact Hours

The next few tables focus on weekly contact hours in Type A (lecture and laboratory) classes by type of instructor. In addition to full-time FTE faculty, the focus of the previous tables, these tables include contact hour data for part-time faculty, administrators and staff who also teach some courses, and graduate teaching assistants. Data is displayed as the percent of total contact time delivered by each type of instructor.

The next table provides the overall percent of total contact time across all levels of course. Subsequent tables provide similar data by course level.

- In the public system, 58.3 percent of all Type A contact time reported in the 1992-93 academic year was delivered by full-time faculty; 33.3 percent by part-time faculty; 2.4 % by administrators or staff members; and 6 percent by teaching assistants.

These percentages vary greatly by institutional group, but with a few exceptions, are fairly stable within each group.

- The research universities show the greatest use of teaching assistants (17.9 percent) and the smallest use of part-time faculty (14.4 percent). They also have the greatest utilization of administrators and staff who also do some teaching (5.8 percent).
- The percent of Type A contact hours taught by full-time faculty at research universities, is lower (61.9 percent) than for the other four-year colleges, but greater than the urban community colleges and local district colleges.

The baccalaureate institutions and community colleges don't have graduate teaching assistants available among their students, and their use of part-time faculty seems to be related to whether or not they are located in a major metropolitan area.

- Metropolitan State College of Denver utilizes part-time faculty (35.1 percent) as do the University of Colorado at Colorado Springs and the University of Colorado at Denver (31.9 percent and 31.3 percent, respectively).
- The other baccalaureate institutions, and Adams State College, are all over 80 percent in their use of full-time faculty for Type A instruction.
- The urban community colleges and local district colleges make extensive use of part-time faculty (59.0 and 54.9 percent, respectively).
- The rural community colleges report much less use of part-time faculty, more like the four-year institutions.

Overall Percent Distribution of Contact Time in Type A Classes
by Type of Instructor
Academic Year 93

Sectors/Institutions	Full-Time Faculty	Part-Time Faculty	Admin/ Staff	Teaching Assistants
Public System	58.3%	33.3%	2.4%	6.0%
Research Universities	61.3%	14.4%	5.8%	17.9%
Comprehensive	65.5%	22.7%	4.3%	7.6%
Baccalaureate	76.0%	23.4%	.7%	---
Urban Community Col	41.0%	59.0%	.0%	---
Rural Community Col	68.0%	31.4%	.6%	---
Local Districts	44.2%	54.9%	.9%	---
Colo School of Mines	68.7%	22.7%	.8%	7.8%
Colorado State Univ	69.0%	10.9%	8.3%	11.8%
UC - Boulder	54.8%	15.5%	4.7%	25.0%
Adams State College	81.2%	17.4%	1.5%	---
UC - Colorado Springs	61.3%	31.9%	4.8%	2.0%
UC - Denver	56.7%	31.3%	4.4%	7.6%
Univ of Northern Colo	70.9%	12.1%	4.8%	12.2%
Fort Lewis College	89.2%	10.4%	.4%	---
Mesa State College	81.8%	18.0%	.2%	---
Metro State College	63.8%	35.1%	1.1%	---
Univ of Southern Colo	81.8%	17.5%	.7%	---
Western State College	95.5%	4.5%	---	---
Arapahoe CC	46.9%	53.1%	---	---
CC of Aurora	13.6%	86.4%	---	---
CC of Denver	56.7%	43.3%	---	---
Front Range CC	33.7%	66.3%	---	---
Pueblo CC	59.0%	41.0%	---	---
Pikes Peak CC	49.7%	50.0%	.2%	---
Red Rocks CC	36.3%	63.7%	---	---
Lamar CC	88.4%	11.6%	---	---
Morgan CC	47.9%	52.1%	---	---
Otero JC	72.9%	24.5%	2.5%	---
Trinidad State JC	72.3%	27.4%	.3%	---
Aims CC	44.1%	55.0%	.9%	---
Colorado Mtn College	30.9%	69.1%	---	---
CO Northwestern CC	48.8%	47.7%	3.4%	---
Northeastern JC	64.2%	35.3%	.5%	---

Distribution of Lower Division Contact Hours

The following table is very similar to the previous table, the main difference being that the percentages of Type A contact time are for only lower division courses. The community college percents are exactly the same since they only offer lower division courses.

There are fairly larger differences in the percent distributions, however, for the four-year institutions when compared to the table on page 19. As might be expected, there is a greater use of teaching assistants at the lower division course level.

- At the research universities, 33.6 percent of all Type A lower division contact hours in academic year 1992-93 was reported as being delivered by teaching assistants.
- The percent taught by full-time faculty at the research universities (43.3 percent) is very similar to the percent taught by full-time faculty at urban community colleges (41.0 percent) and local district colleges (44.2%).
- At the comprehensive institutions, two of the institutions (the University of Northern Colorado and the University of Colorado at Denver) deliver a little over 20 percent of their Type A lower division instruction with teaching assistants (23.5 percent and 20.3 percent, respectively).
- There is also generally a greater use of part-time faculty by four-year institutions at the lower division level (28.2 percent, compared to an overall average of 23.4 percent in the previous table).

Lower Division Percent Distribution of Contact Time in Type A Classes
by Type of Instructor
Academic Year 93

Sectors/Institutions	Full-Time Faculty	Part-Time Faculty	Admin/ Staff	Teaching Assistants
Public System	49.2%	42.1%	1.8%	6.9%
Research Universities	43.3%	15.7%	7.5%	33.6%
Comprehensive	52.1%	27.7%	4.3%	15.9%
Baccalaureate	71.2%	28.2%	.6%	---
Urban Community Col	41.0%	59.0%	.0%	---
Rural Community Col	68.0%	31.4%	.6%	---
Local Districts	44.2%	54.9%	.9%	---
Colo School of Mines	59.3%	32.1%	.3%	8.3%
Colorado State Univ	52.7%	13.1%	11.8%	22.4%
UC - Boulder	32.4%	15.2%	4.9%	47.5%
Adams State College	74.8%	24.5%	.7%	---
UC - Colorado Springs	47.1%	46.4%	3.5%	3.0%
UC - Denver	34.1%	39.1%	6.5%	20.3%
Univ of Northern Colo	57.2%	14.9%	4.5%	23.5%
Fort Lewis College	84.7%	15.2%	.1%	---
Mesa State College	81.7%	18.1%	.1%	---
Metro State College	53.6%	45.3%	1.1%	---
Univ of Southern Colo	77.8%	21.3%	.9%	---
Western State College	96.4%	3.6%	---	---
Arapahoe CC	46.9%	53.1%	---	---
CC of Aurora	13.6%	86.4%	---	---
CC of Denver	56.7%	43.3%	---	---
Front Range CC	33.7%	66.3%	---	---
Pueblo CC	59.0%	41.0%	---	---
Pikes Peak CC	49.7%	50.0%	.2%	---
Red Rocks CC	36.3%	63.7%	---	---
Lamar CC	88.4%	11.6%	---	---
Morgan CC	47.9%	52.1%	---	---
Otero JC	72.9%	24.5%	2.5%	---
Trinidad State JC	72.3%	27.4%	.3%	---
Aims CC	44.1%	55.0%	.9%	---
Colorado Mntn College	30.9%	69.1%	---	---
CO Northwestern CC	48.8%	47.7%	3.4%	---
Northeastern JC	64.2%	35.3%	.5%	---

Distribution of Upper Division and Graduate Contact Hours

The final three tables display contact hour percent distributions for upper division, graduate one, and graduate two courses, respectively. Only institutions with courses at each respective level are included.

- In general, at each higher level, the use of full-time faculty increases and the use of part-time faculty and teaching assistants decreases. For example, at the research universities, the full-time faculty percentage increases from 69.5 percent for upper division courses (compared to 43.3 at for lower division) to 86.1 percent for graduate two courses.
- There is a minimal use of teaching assistants at the graduate level (1.0 percent at graduate one and 0.2 percent at graduate two).
- These trends are fairly consistent within institutions in each group.

Upper Division Percent Distribution of Contact Time in Type A Classes by Type of Instructor Academic Year 93				
Sectors/Institutions	Full-Time Faculty	Part-Time Faculty	Admin/ Staff	Teaching Assistants
Public System	74.3%	16.9%	3.4%	5.5%
Research Universities	69.5%	15.4%	4.8%	10.3%
Comprehensive	71.9%	20.2%	4.3%	3.7%
Baccalaureate	82.7%	16.6%	.7%	---
Urban Community Col	---	---	---	---
Rural Community Col	---	---	---	---
Local Districts	---	---	---	---
Colo School of Mines	70.9%	18.3%	1.4%	9.5%
Colorado State Univ	78.0%	10.9%	5.6%	5.4%
UC - Boulder	61.9%	18.6%	4.9%	14.6%
Adams State College	88.4%	10.6%	1.1%	---
UC - Colorado Springs	68.4%	24.8%	5.2%	1.6%
UC - Denver	57.3%	33.9%	3.1%	5.7%
Univ of Northern Colo	80.6%	9.1%	6.0%	4.3%
Fort Lewis College	95.2%	4.1%	.7%	---
Mesa State College	82.2%	17.6%	.2%	---
Metro State College	76.1%	22.9%	1.0%	---
Univ of Southern Colo	86.2%	13.4%	.4%	---
Western State College	94.1%	5.9%	---	---

Graduate I Percent Distribution of Contact Time in Type A Classes
by Type of Instructor
Academic Year 93

Sectors/Institutions	Full-Time Faculty	Part-Time Faculty	Admin/ Staff	Teaching Assistants
Public System	80.4%	14.4%	4.3%	1.0%
Research Universities	85.2%	9.3%	4.4%	1.1%
Comprehensive	75.2%	19.7%	4.3%	.8%
Baccalaureate	88.1%	11.9%	---	---
Urban Community Col	---	---	---	---
Rural Community Col	---	---	---	---
Local Districts	---	---	---	---
Colo School of Mines	78.7%	17.4%	---	3.9%
Colorado State Univ	88.1%	5.3%	6.6%	.0%
UC - Boulder	84.7%	10.2%	3.9%	1.3%
Adams State College	84.2%	9.9%	5.9%	---
UC - Colorado Springs	72.8%	19.7%	6.4%	1.1%
UC - Denver	71.3%	24.4%	4.0%	.2%
Univ of Northern Colo	82.5%	12.2%	3.3%	1.9%
Univ of Southern Colo	88.1%	11.9%	---	---

Graduate II Percent Distribution of Contact Time in Type A Classes
by Type of Instructor
Academic Year 93

Sectors/Institutions	Full-Time Faculty	Part-Time Faculty	Admin/ Staff	Teaching Assistants
Public System	86.4%	9.5%	3.9%	.2%
Research Universities	86.1%	10.1%	3.6%	.3%
Comprehensive	87.1%	8.5%	4.4%	---
Baccalaureate	---	---	---	---
Urban Community Col	---	---	---	---
Rural Community Col	---	---	---	---
Local Districts	---	---	---	---
Colo School of Mines	75.5%	22.0%	---	2.5%
Colorado State Univ	93.8%	2.2%	3.9%	---
UC - Boulder	84.6%	11.4%	4.0%	---
UC - Colorado Springs	78.8%	16.5%	4.7%	---
UC - Denver	85.6%	12.9%	1.5%	---
Univ of Northern Colo	89.0%	5.2%	5.8%	---

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88

INSTITUTIONAL PROFILES

The data in the previous section reported faculty instructional workload data across institutions. This section combines those measures into a summary for each institution. Separate formats are used for four-year colleges and universities than for community colleges since the latter only have lower division courses. The institutions are listed alphabetically by institutional grouping (the same order as in the tables in the previous section.)

Each profile starts with a description of the number of full-time instructional faculty at the institution, giving both headcount and full-time equivalent values. This is followed by a paragraph that describes the percent of total student FTE students taught by full-time faculty and the distribution of credit hours by Type A and Type B instructional modes and the percent of each mode taught by full-time faculty.

The next paragraph describes the average teaching load for full-time faculty, giving the average number of lecture and laboratory credit hours per academic year and the average number of students per full-time faculty member enrolled in Type B instruction.

The tables at the bottom of each profile provide average data for full-time faculty: number of students per class, Type A and Type B student credit hours, average weekly contact hours, and students taking Type B instruction. The final table shows the distribution of contact time by type of instructor. These tables also show these values by course level for institutions with upper division and graduate courses.

Faculty Instructional Workload for Academic Year 1992-93 Colo School of Mines (CSM)

This summary of faculty instructional workload at Colo School of Mines is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

CSM reported 160 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At CSM, they reported 146.1 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 2,684 FTE students¹. Of these, 69.9% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). CSM reported that 90.5% of total student FTE was Type A and 9.5% was Type B in AY 93 and that full-time faculty taught 66.7% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at CSM in AY 93 was 15.7 lecture and laboratory credit hours. This is equivalent to about 5.2 three credit hour courses per academic year. In addition, an average of 8.5 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	21	38	20	10	9

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	333	42.5 %	43.6 %	12.0 %	1.9 %
Average Student Credit Hours -- Type B	52.5	%	2.6 %	50.4 %	47.0 %
Average Weekly Contact Hours -- Type A	11.7	28.2 %	47.6 %	20.5 %	3.8 %
Average Number of Students -- Type B	8.5	%	6.0 %	54.0 %	39.9 %

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	68.7 %	59.3 %	70.9 %	78.7 %	75.5 %
Part-Time Faculty	22.7 %	32.1 %	18.3 %	17.4 %	22.0 %
Administrators/Staff	.8 %	.3 %	1.4 %	%	%
Teaching Assistants	7.8 %	8.3 %	9.5 %	3.9 %	2.5 %

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Colorado State Univ (CSU)

This summary of faculty instructional workload at Colorado State Univ is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

CSU reported 990 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At CSU, they reported 808.4 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 18,685 FTE students¹. Of these, 74.0% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). CSU reported that 92.9% of total student FTE was Type A and 7.1% was Type B in AY 93 and that full-time faculty taught 73.2% of Type A and 84.8% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at CSU in AY 93 was 12.4 lecture and laboratory credit hours. This is equivalent to about 4.1 three credit hour courses per academic year. In addition, an average of 10.6 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	38	65	34	14	32

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	471	47.8%	41.5%	7.9%	2.9%
Average Student Credit Hours -- Type B	41.7	.7%	27.5%	32.0%	39.7%
Average Weekly Contact Hours -- Type A	8.4	32.7%	46.5%	17.9%	3.0%
Average Number of Students -- Type B	10.6	2.6%	36.9%	35.4%	25.0%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	69.0%	52.7%	78.0%	88.1%	93.8%
Part-Time Faculty	10.9%	13.1%	10.9%	5.3%	2.2%
Administrators/Staff	8.3%	11.8%	5.6%	6.6%	3.9%
Teaching Assistants	11.8%	22.4%	5.4%	0.0%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 UC - Boulder (UCB)

This summary of faculty instructional workload at UC - Boulder is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

UCB reported 1,021 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At UCB, they reported 956.5 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 21,022 FTE students¹. Of these, 61.7% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). UCB reported that 94.6% of total student FTE was Type A and 5.4% was Type B in AY 93 and that full-time faculty taught 60.6% of Type A and 80.2% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at UCB in AY 93 was 11.6 lecture and laboratory credit hours. This is equivalent to about 3.9 three credit hour courses per academic year. In addition, an average of 7.1 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	33	63	32	12	13

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	378	44.3%	42.9%	9.9%	3.0%
Average Student Credit Hours -- Type B	28.4	.2%	30.2%	15.7%	54.0%
Average Weekly Contact Hours -- Type A	6.9	23.7%	44.2%	25.4%	6.7%
Average Number of Students -- Type B	7.1	.4%	34.1%	25.2%	40.3%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	54.8%	32.4%	61.9%	84.7%	84.6%
Part-Time Faculty	15.5%	15.2%	18.6%	10.2%	11.4%
Administrators/Staff	4.7%	4.9%	4.9%	3.9%	4.0%
Teaching Assistants	25.0%	47.5%	14.6%	1.3%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Adams State College (ASC)

This summary of faculty instructional workload at Adams State College is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

ASC reported 98 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At ASC, they reported 98.4 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 2,106 FTE students¹. Of these, 81.0% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). ASC reported that 92.8% of total student FTE was Type A and 7.2% was Type B in AY 93 and that full-time faculty taught 83.6% of Type A and 48.2% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at ASC in AY 93 was 23.2 lecture and laboratory credit hours. This is equivalent to about 7.7 three credit hour courses per academic year. In addition, an average of 6.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	21	31	15	6	

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	498	66.0%	30.6%	3.4%	%
Average Student Credit Hours -- Type B	22.3	17.1%	54.1%	28.8%	%
Average Weekly Contact Hours -- Type A	13.6	45.6%	42.6%	11.8%	%
Average Number of Students -- Type B	6.0	34.3%	33.6%	32.1%	%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	81.2%	74.8%	88.4%	84.2%	%
Part-Time Faculty	17.4%	24.5%	10.6%	9.9%	%
Administrators/Staff	1.5%	.7%	1.1%	5.9%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 UC - Colorado Springs (UCCS)

This summary of faculty instructional workload at UC - Colorado Springs is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

UCCS reported 174 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At UCCS, they reported 171.4 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,304 FTE students¹. Of these, 63.0% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). UCCS reported that 97.4% of total student FTE was Type A and 2.6% was Type B in AY 93 and that full-time faculty taught 62.6% of Type A and 79.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at UCCS in AY 93 was 16.0 lecture and laboratory credit hours. This is equivalent to about 5.3 three credit hour courses per academic year. In addition, an average of 5.3 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	22	34	21	12	10

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	352	43.9%	41.0%	14.2%	.8%
Average Student Credit Hours -- Type B	11.9	5.4%	44.8%	41.0%	8.7%
Average Weekly Contact Hours -- Type A	9.0	29.5%	44.1%	24.7%	1.7%
Average Number of Students -- Type B	5.3	11.1%	38.2%	46.3%	4.5%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	61.3%	47.1%	68.4%	72.8%	78.8%
Part-Time Faculty	31.9%	46.4%	24.8%	19.7%	16.5%
Administrators/Staff	4.8%	3.5%	5.2%	6.4%	4.7%
Teaching Assistants	2.0%	3.0%	1.6%	1.1%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 UC - Denver (UCD)

This summary of faculty instructional workload at UC - Denver is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

UCD reported 331 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At UCD, they reported 306.9 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 6,365 FTE students¹. Of these, 56.8% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). UCD reported that 94.6% of total student FTE was Type A and 5.4% was Type B in AY 93 and that full-time faculty taught 57.2% of Type A and 49.3% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at UCD in AY 93 was 15.5 lecture and laboratory credit hours. This is equivalent to about 5.2 three credit hour courses per academic year. In addition, an average of 6.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	22	35	25	16	6

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	337	27.9%	35.9%	35.2%	1.0%
Average Student Credit Hours -- Type B	16.6	6.4%	32.6%	40.4%	20.5%
Average Weekly Contact Hours -- Type A	9.6	17.1%	31.4%	48.0%	3.5%
Average Number of Students -- Type B	6.0	9.9%	35.2%	42.4%	12.4%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	56.7%	34.1%	57.3%	71.3%	85.6%
Part-Time Faculty	31.3%	39.1%	33.9%	24.4%	12.9%
Administrators/Staff	4.4%	6.5%	3.1%	4.0%	1.5%
Teaching Assistants	7.6%	20.3%	5.7%	.2%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Univ of Northern Colo (UNC)

This summary of faculty instructional workload at Univ of Northern Colo is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

UNC reported 417 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At UNC, they reported 379.5 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 8,891 FTE students¹. Of these, 72.2% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). UNC reported that 91.8% of total student FTE was Type A and 8.2% was Type B in AY 93 and that full-time faculty taught 72.6% of Type A and 67.8% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at UNC in AY 93 was 17.2 lecture and laboratory credit hours. This is equivalent to about 5.7 three credit hour courses per academic year. In addition, an average of 11.5 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	27	41	26	12	7

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	469	54.0%	35.5%	9.0%	1.5%
Average Student Credit Hours -- Type B	38.8	6.2%	52.1%	22.4%	19.4%
Average Weekly Contact Hours -- Type A	10.5	35.9%	37.6%	21.2%	5.4%
Average Number of Students -- Type B	11.5	11.2%	51.0%	22.6%	15.3%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	70.9%	57.2%	80.6%	82.5%	89.0%
Part-Time Faculty	12.1%	14.9%	9.1%	12.2%	5.2%
Administrators/Staff	4.8%	4.5%	6.0%	3.3%	5.8%
Teaching Assistants	12.2%	23.5%	4.3%	1.9%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Fort Lewis College (FLC)

This summary of faculty instructional workload at Fort Lewis College is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

FLC reported 168 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At FLC, they reported 164.9 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,569 FTE students¹. Of these, 87.7% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). FLC reported that 94.8% of total student FTE was Type A and 5.2% was Type B in AY 93 and that full-time faculty taught 87.2% of Type A and 96.4% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at FLC in AY 93 was 22.6 lecture and laboratory credit hours. This is equivalent to about 7.5 three credit hour courses per academic year. In addition, an average of 7.9 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	24	30	17		

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	537	67.4%	32.6%	%	%
Average Student Credit Hours -- Type B	32.4	7.6%	92.4%	%	%
Average Weekly Contact Hours -- Type A	13.1	54.0%	46.0%	%	%
Average Number of Students -- Type B	7.9	14.4%	85.6%	%	%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	89.2%	84.7%	95.2%	%	%
Part-Time Faculty	10.4%	15.2%	4.1%	%	%
Administrators/Staff	.4%	.1%	.7%	%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Mesa State College (MESA)

This summary of faculty instructional workload at Mesa State College is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

MESA reported 141 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At MESA, they reported 134.8 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,500 FTE students¹. Of these, 83.5% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). MESA reported that 98.4% of total student FTE was Type A and 1.6% was Type B in AY 93 and that full-time faculty taught 83.3% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at MESA in AY 93 was 26.6 lecture and laboratory credit hours. This is equivalent to about 8.9 three credit hour courses per academic year. In addition, an average of 3.4 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	24	26	19		

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	638	79.4%	20.6%	%	%
Average Student Credit Hours -- Type B	12.8	18.1%	81.9%	%	%
Average Weekly Contact Hours -- Type A	16.5	75.1%	24.9%	%	%
Average Number of Students -- Type B	3.4	31.9%	68.1%	%	%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	81.8%	81.7%	82.2%	%	%
Part-Time Faculty	18.0%	18.1%	17.6%	%	%
Administrators/Staff	.2%	.1%	.2%	%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Metro State College (METRO)

This summary of faculty instructional workload at Metro State College is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

METRO reported 366 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At METRO, they reported 359.3 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 11,354 FTE students¹. Of these, 62.9% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). METRO reported that 97.0% of total student FTE was Type A and 3.0% was Type B in AY 93 and that full-time faculty taught 63.1% of Type A and 54.5% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at METRO in AY 93 was 22.7 lecture and laboratory credit hours. This is equivalent to about 7.6 three credit hour courses per academic year. In addition, an average of 4.2 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	26	32	20		

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	580	58.0%	42.0%	%	%
Average Student Credit Hours -- Type B	15.7	28.7%	71.3%	%	%
Average Weekly Contact Hours -- Type A	14.0	45.6%	54.4%	%	%
Average Number of Students -- Type B	4.2	29.3%	70.7%	%	%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	63.8%	53.6%	76.1%	%	%
Part-Time Faculty	35.1%	45.3%	22.9%	%	%
Administrators/Staff	1.1%	1.1%	1.0%	%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Univ of Southern Colo (USC)

This summary of faculty instructional workload at Univ of Southern Colo is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

USC reported 176 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At USC, they reported 161.1 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,862 FTE students¹. Of these, 81.5% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). USC reported that 96.3% of total student FTE was Type A and 3.7% was Type B in AY 93 and that full-time faculty taught 80.7% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at USC in AY 93 was 20.0 lecture and laboratory credit hours. This is equivalent to about 6.7 three credit hour courses per academic year. In addition, an average of 5.8 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	28	35	21	16	

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	559	64.4%	33.7%	1.9%	%
Average Student Credit Hours -- Type B	26.5	5.7%	88.2%	6.1%	%
Average Weekly Contact Hours -- Type A	11.6	50.7%	45.7%	3.5%	%
Average Number of Students -- Type B	5.8	9.4%	80.1%	10.5%	%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	81.8%	77.8%	86.2%	88.1%	%
Part-Time Faculty	17.5%	21.3%	13.4%	11.9%	%
Administrators/Staff	.7%	.9%	.4%	%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Western State College (WSC)

This summary of faculty instructional workload at Western State College is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

WSC reported 101 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At WSC, they reported 101.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 2,353 FTE students¹. Of these, 92.5% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). WSC reported that 97.0% of total student FTE was Type A and 3.0% was Type B in AY 93 and that full-time faculty taught 92.3% of Type A and 99.4% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at WSC in AY 93 was 24.6 lecture and laboratory credit hours. This is equivalent to about 8.2 three credit hour courses per academic year. In addition, an average of 4.6 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	25	29	19		

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	626	72.6%	27.4%	%	%
Average Student Credit Hours -- Type B	20.6	3.3%	96.7%	%	%
Average Weekly Contact Hours -- Type A	16.6	62.2%	37.8%	%	%
Average Number of Students -- Type B	4.6	9.5%	90.5%	%	%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	95.5%	96.4%	94.1%	%	%
Part-Time Faculty	4.5%	3.6%	5.9%	%	%
Administrators/Staff	0.0%	%	%	%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Arapahoe CC (ACC)

This summary of faculty instructional workload at Arapahoe CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

ACC reported 91 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At ACC, they reported 91.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,673 FTE students¹. Of these, 50.9% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). ACC reported that 99.8% of total student FTE was Type A and .2% was Type B in AY 93 and that full-time faculty taught 50.9% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at ACC in AY 93 was 30.0 lecture and laboratory credit hours. This is equivalent to about 10.0 three credit hour courses per academic year. In addition, an average of 3.9 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	20

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	615
Average Student Credit Hours -- Type B	1.8
Average Weekly Contact Hours -- Type A	17.5
Average Number of Students -- Type B	3.9

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	46.9%
Part-Time Faculty	53.1%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 CC of Aurora (CCA)

This summary of faculty instructional workload at CC of Aurora is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

CCA reported 24 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At CCA, they reported 24.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 2,206 FTE students¹. Of these, 13.9% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). CCA reported that 99.1% of total student FTE was Type A and .9% was Type B in AY 93 and that full-time faculty taught 13.9% of Type A and 21.9% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at CCA in AY 93 was 23.5 lecture and laboratory credit hours. This is equivalent to about 7.8 three credit hour courses per academic year. In addition, an average of 1.9 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	16

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	379
Average Student Credit Hours -- Type B	5.6
Average Weekly Contact Hours -- Type A	23.2
Average Number of Students -- Type B	1.9

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	13.6%
Part-Time Faculty	86.4%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 CC of Denver (CCD)

This summary of faculty instructional workload at CC of Denver is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

CCD reported 97 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At CCD, they reported 93.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 4,128 FTE students¹. Of these, 37.8% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). CCD reported that 92.7% of total student FTE was Type A and 7.3% was Type B in AY 93 and that full-time faculty taught 39.3% of Type A and 18.9% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at CCD in AY 93 was 38.5 lecture and laboratory credit hours. This is equivalent to about 12.8 three credit hour courses per academic year. In addition, an average of 9.8 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	13

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	485
Average Student Credit Hours -- Type B	18.5
Average Weekly Contact Hours -- Type A	24.1
Average Number of Students -- Type B	9.8

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	56.7%
Part-Time Faculty	43.3%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Front Range CC (FRCC)

This summary of faculty instructional workload at Front Range CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

FRCC reported 149 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At FRCC, they reported 149.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 6,592 FTE students¹. Of these, 34.1 % were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). FRCC reported that 95.6% of total student FTE was Type A and 4.4% was Type B in AY 93 and that full-time faculty taught 31.1% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at FRCC in AY 93 was 30.7 lecture and laboratory credit hours. This is equivalent to about 10.2 three credit hour courses per academic year. In addition, an average of 20.5 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	13

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	395
Average Student Credit Hours -- Type B	57.7
Average Weekly Contact Hours -- Type A	19.1
Average Number of Students -- Type B	20.5

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	33.7%
Part-Time Faculty	66.3%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.4,

Faculty Instructional Workload for Academic Year 1992-93 Pueblo CC (PCC)

This summary of faculty instructional workload at Pueblo CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

PCC reported 90 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At PCC, they reported 78.8 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 2,463 FTE students¹. Of these, 55.2% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). PCC reported that 92.5% of total student FTE was Type A and 7.5% was Type B in AY 93 and that full-time faculty taught 59.0% of Type A and 8.4% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at PCC in AY 93 was 39.7 lecture and laboratory credit hours. This is equivalent to about 13.2 three credit hour courses per academic year. In addition, an average of 1.7 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	13

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	512
Average Student Credit Hours -- Type B	5.9
Average Weekly Contact Hours -- Type A	27.7
Average Number of Students -- Type B	1.7

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	59.0%
Part-Time Faculty	41.0%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

44

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Pikes Peak CC (PPCC)

This summary of faculty instructional workload at Pikes Peak CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

PPCC reported 113 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At PPCC, they reported 111.5 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 4,886 FTE students¹. Of these, 40.0% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). PPCC reported that 96.6% of total student FTE was Type A and 3.4% was Type B in AY 93 and that full-time faculty taught 37.9% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at PPCC in AY 93 was 34.4 lecture and laboratory credit hours. This is equivalent to about 11.5 three credit hour courses per academic year. In addition, an average of 0.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	14

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	481
Average Student Credit Hours -- Type B	44.8
Average Weekly Contact Hours -- Type A	20.0
Average Number of Students -- Type B	0.0

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	49.7%
Part-Time Faculty	50.0%
Administrators/Staff	.2%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Red Rocks CC (RRCC)

This summary of faculty instructional workload at Red Rocks CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

RRCC reported 64 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At RRCC, they reported 61.5 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,218 FTE students¹. Of these, 31.7% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). RRCC reported that 97.6% of total student FTE was Type A and 2.4% was Type B in AY 93 and that full-time faculty taught 30.0% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at RRCC in AY 93 was 36.2 lecture and laboratory credit hours. This is equivalent to about 12.1 three credit hour courses per academic year. In addition, an average of 14.7 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	13

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	460
Average Student Credit Hours -- Type B	37.9
Average Weekly Contact Hours -- Type A	17.5
Average Number of Students -- Type B	14.7

Percent Contact Time by Type of Instructor for Type A Courses (columns sums to 100%)	Overall
Full-Time Faculty	36.3%
Part-Time Faculty	63.7%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Lamar CC (LCC)

This summary of faculty instructional workload at Lamar CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

LCC reported 26 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At LCC, they reported 26.3 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 532 FTE students¹. Of these, 86.2% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs – Type A) and via individualized instruction (Type B). LCC reported that 100.0% of total student FTE was Type A and 0.0% was Type B in AY 93 and that full-time faculty taught 86.2% of Type A and 0.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at LCC in AY 93 was 44.6 lecture and laboratory credit hours. This is equivalent to about 14.9 three credit hour courses per academic year. In addition, an average of 0.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	12

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	524
Average Student Credit Hours -- Type B	0.0
Average Weekly Contact Hours -- Type A	28.7
Average Number of Students -- Type B	0.0

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	88.4%
Part-Time Faculty	11.6%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Morgan CC (MCC)

This summary of faculty instructional workload at Morgan CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

MCC reported 32 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At MCC, they reported 27.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 683 FTE students¹. Of these, 42.9% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). MCC reported that 100.0% of total student FTE was Type A and 0.0% was Type B in AY 93 and that full-time faculty taught 42.9% of Type A and 0.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at MCC in AY 93 was 38.8 lecture and laboratory credit hours. This is equivalent to about 12.9 three credit hour courses per academic year. In addition, an average of 0.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	8

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	326
Average Student Credit Hours -- Type B	0.0
Average Weekly Contact Hours -- Type A	23.4
Average Number of Students -- Type B	0.0

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	47.9%
Part-Time Faculty	52.1%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Otero JC (OJC)

This summary of faculty instructional workload at Otero JC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

OJC reported 29 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At OJC, they reported 25.4 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 709 FTE students¹. Of these, 70.9% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). OJC reported that 99.2% of total student FTE was Type A and .8% was Type B in AY 93 and that full-time faculty taught 71.5% of Type A and 0.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at OJC in AY 93 was 38.3 lecture and laboratory credit hours. This is equivalent to about 12.8 three credit hour courses per academic year. In addition, an average of 0.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	15

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	593
Average Student Credit Hours -- Type B	0.0
Average Weekly Contact Hours -- Type A	22.8
Average Number of Students -- Type B	0.0

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	72.9%
Part-Time Faculty	24.5%
Administrators/Staff	2.5%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Trinidad State JC (TSJC)

This summary of faculty instructional workload at Trinidad State JC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

TSJC reported 42 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At TSJC, they reported 41.9 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 1,008 FTE students¹. Of these, 69.7% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). TSJC reported that 100.0% of total student FTE was Type A and 0.0% was Type B in AY 93 and that full-time faculty taught 69.7% of Type A and 0.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at TSJC in AY 93 was 49.7 lecture and laboratory credit hours. This is equivalent to about 16.6 three credit hour courses per academic year. In addition, an average of 0.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	10

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	504
Average Student Credit Hours -- Type B	0.0
Average Weekly Contact Hours -- Type A	21.5
Average Number of Students -- Type B	0.0

Percent Contact Time by Type of Instructor for Type A Courses (columns sums to 100%)	Overall
Full-Time Faculty	72.3 %
Part-Time Faculty	27.4 %
Administrators/Staff	.3 %
Teaching Assistants	0.0 %

50

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Aims CC (AIMS)

This summary of faculty instructional workload at Aims CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

AIMS reported 113 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At AIMS, they reported 109.9 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 3,962 FTE students¹. Of these, 46.8% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). AIMS reported that 98.4% of total student FTE was Type A and 1.6% was Type B in AY 93 and that full-time faculty taught 47.3% of Type A and 17.3% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at AIMS in AY 93 was 26.9 lecture and laboratory credit hours. This is equivalent to about 9.0 three credit hour courses per academic year. In addition, an average of 1.8 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	19

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	503
Average Student Credit Hours -- Type B	3.0
Average Weekly Contact Hours -- Type A	15.0
Average Number of Students -- Type B	1.8

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	44.1%
Part-Time Faculty	55.0%
Administrators/Staff	.9%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 45.

Faculty Instructional Workload for Academic Year 1992-93 Colorado Mntn College (CMC)

This summary of faculty instructional workload at Colorado Mntn College is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

CMC reported 62 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At CMC, they reported 62.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported¹ were equivalent to 2,201 FTE students¹. Of these, 37.8% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). CMC reported that 95.4% of total student FTE was Type A and 4.6% was Type B in AY 93 and that full-time faculty taught 37.5% of Type A and 43.3% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at CMC in AY 93 was 25.2 lecture and laboratory credit hours. This is equivalent to about 8.4 three credit hour courses per academic year. In addition, an average of 7.3 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	15

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	381
Average Student Credit Hours -- Type B	21.4
Average Weekly Contact Hours -- Type A	14.5
Average Number of Students -- Type B	7.3

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	30.9%
Part-Time Faculty	69.1%
Administrators/Staff	0.0%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 CO Northwestern CC (CNCC)

This summary of faculty instructional workload at CO Northwestern CC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

CNCC reported 42 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At CNCC, they reported 42.0 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 813 FTE students¹. Of these, 56.1% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). CNCC reported that 94.9% of total student FTE was Type A and 5.1% was Type B in AY 93 and that full-time faculty taught 57.4% of Type A and 32.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at CNCC in AY 93 was 24.7 lecture and laboratory credit hours. This is equivalent to about 8.2 three credit hour courses per academic year. In addition, an average of 3.4 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	13

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	316
Average Student Credit Hours -- Type B	9.4
Average Weekly Contact Hours -- Type A	16.1
Average Number of Students -- Type B	3.4

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	48.8%
Part-Time Faculty	47.7%
Administrators/Staff	3.4%
Teaching Assistants	0.0%

50

¹Total academic year student credit hours divided by 30.

Faculty Instructional Workload for Academic Year 1992-93 Northeastern JC (NJC)

This summary of faculty instructional workload at Northeastern JC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

NJC reported 64 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At NJC, they reported 62.1 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 1,687 FTE students¹. Of these, 68.2% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). NJC reported that 95.8% of total student FTE was Type A and 4.2% was Type B in AY 93 and that full-time faculty taught 68.2% of Type A and 67.8% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at NJC in AY 93 was 28.1 lecture and laboratory credit hours. This is equivalent to about 9.4 three credit hour courses per academic year. In addition, an average of 6.3 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Other Workload Measures

The following tables display several faculty instructional workload measures:

For Type A Classes Taught by Full-Time FTE Faculty	Overall
Average Number of Students per Class	19

For Full-Time FTE Faculty	Overall
Average Student Credit Hours -- Type A	532
Average Student Credit Hours -- Type B	23.3
Average Weekly Contact Hours -- Type A	16.7
Average Number of Students -- Type B	6.3

Percent Contact Time by Type of Instructor for Type A Courses (column sums to 100%)	Overall
Full-Time Faculty	64.2%
Part-Time Faculty	35.3%
Administrators/Staff	.5%
Teaching Assistants	0.0%

¹Total academic year student credit hours divided by 30.

THE UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER

Data for the University of Colorado - Health Sciences Center (UCHSC) was more difficult to collect in a comparable fashion to the other institutions. The type of teaching at UCHSC is mostly clinical with medical students spending extensive time in a hospital setting. Therefore, the data for UCHSC was not included in the comparative tables. For example, UCHSC reported fiscal year instead of academic year data (this includes summer term) since that was more representative of the instructional mode used at the institution. In addition, the total number of faculty reported did not break out FTE by instructional versus non-instructional activities since the structure of the workload at UCHSC does not make such a distinction possible. The result leads to comparatively low average values per FTE full-time faculty. The following profile page summarizes the UCHSC data.

- A majority of the instruction reported is Type B (62.4 percent compared to 37.6 percent Type A).
- Only full-time faculty data is reported, teaching assistants and part-time faculty are either not used or were unreported by UCHSC.
- No lower division course work is offered at UCHSC. There are some baccalaureate programs in nursing, allied health, and pharmacy, but students transfer in after their sophomore years.

Faculty Instructional Workload for Academic Year 1992-93 UC - HSC (UCHSC)

This summary of faculty instructional workload at UC - HSC is based on data submitted to the Commission for the 1992-93 academic year (fall term through spring term).

UCHSC reported 1,032 full-time instructional faculty employed during AY 93. Not all instructional faculty are fully funded for instructional activities. For example, some faculty may have split appointments, where part of their salary is paid by sponsored program funds for non-teaching assignments. At UCHSC, they reported 948.4 full-time equivalent (FTE) full-time faculty.

The academic year student credit hours reported were equivalent to 2,124 FTE students¹. Of these, 100.0% were taught by full-time faculty. Course work is delivered in traditional settings (lectures and labs -- Type A) and via individualized instruction (Type B). UCHSC reported that 37.6% of total student FTE was Type A and 62.4% was Type B in AY 93 and that full-time faculty taught 100.0% of Type A and 100.0% of Type B credits.

The typical Type A teaching load reported for full-time FTE faculty at UCHSC in AY 93 was .8 lecture and laboratory credit hours. This is equivalent to about .3 three credit hour courses per academic year. In addition, an average of 12.0 students per full-time FTE faculty were enrolled in individual (Type B) instruction courses.

Workload by Course Level

Courses can be categorized into four instructional levels: lower division -- freshman and sophomore; upper division -- junior and senior; graduate one -- masters level; and graduate two -- doctoral level. The following tables display several faculty instructional workload measures by class level:

For Type A Classes Taught by Full-Time FTE Faculty	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Average Number of Students per Class	30		46	21	24

For Full-Time FTE Faculty	Overall	Percent Distribution by			
		Lower Division	Upper Division	Graduate One	Graduate Two
Average Student Credit Hours -- Type A	25	%	51.5%	19.8%	28.6%
Average Student Credit Hours -- Type B	41.9	%	21.7%	13.6%	64.6%
Average Weekly Contact Hours -- Type A	.4	%	32.8%	30.9%	36.3%
Average Number of Students -- Type B	12.0	%	17.2%	16.0%	66.7%

Contact Time by Type of Instructor for Type A Courses by Course Level (each column sums to 100%)	Percent Distribution				
	Overall	Lower Division	Upper Division	Graduate One	Graduate Two
Full-Time Faculty	100.0%	%	100.0%	100.0%	100.0%
Part-Time Faculty	0.0%	%	%	%	%
Administrators/Staff	0.0%	%	%	%	%
Teaching Assistants	0.0%	%	%	%	%

¹Total academic year student credit hours divided by 30.

INSTITUTIONAL COMMENTS

Each institution was given the opportunity to provide additional comments regarding the instructional workload of their faculty. This section repeats those comments verbatim. Some comments relate specifically to data reporting issues, but others talk about the overall instructional mission of the institution and other workload expectations of faculty. The institutions are listed in the same order as that occurring in the tables and in the previous profiles section except that the explanatory comments for the University of Colorado - Health Sciences Center are listed first, followed by the research universities, etc. Some institutions chose not to provide comments, this is indicated by an "N/A" after the institution name.

University of Colorado - Health Sciences Center

FORM 1

The University of Colorado Health Sciences Center has included in Form 1 the faculty data that is prepared annually in a report for the Board of Regents. That report includes faculty with appointments approved by the Board of Regents who receive some portion of their salary from the University of Colorado. The data included here is from the July 1, 1992 presentation to the Board for the 1992-93 fiscal year. We have not included Professional Research Assistants even though they are classified as faculty because they are not involved in the instructional activity, and funding for their employment is specifically tied to a given research project.

The HSC faculty are not considered to have "split appointments" when they participate in instructional, research and clinical activities. In fact, to arbitrarily assign an FTE associated with the "instructional" portion of a faculty member's activity would be very misleading because faculty effort is not accounted for in this way. Teaching takes place in different settings in the education of health professions students. Please reference the attached paper "Health Sciences Professional Teaching/Learning" written by Chancellor Fulginiti in August 1993. As the paper describes, students of many levels and from different professions may learn at the bedside where clinical care is being delivered and research conducted.

The faculty headcount and FTE figures are taken directly from the tables prepared for the Board of Regents. To provide additional information on these figures, one can look at the source of funding for the salaries planned for that given year. For the year 1992-93, 23.29% of the faculty salaries were supported by state funds, 33.72% from clinical earnings, 25.82% from grants and contracts and 17.88% from other sources. (Other sources include activities such as reimbursement from the VA Hospital.)

FORM 2

57

For the purposes of completing this report and to best reflect education in a health professions setting, we have defined all lecture courses as "type A" courses and all clinical and laboratory courses as "type B." If there is a combination of lecture and

laboratory/clinical, the majority component drove the classification in A or B. All data was manually calculated using the information from the Student Information System.

Quarter hours have been converted to semester using the calculation that three quarter hours are equivalent to two semester hours.

Please note: as discussed with Mark Chisholm, the Health Sciences Center is reporting on a fiscal year basis rather than on an academic year as this is the most meaningful unit of measure. Most of the Health Sciences Center academic programs operate on a year round basis.

FORM 3

Total student headcount and total student credit hours are derived from actual enrollment in each type B course as manually calculated by each school and program. Please recognize this includes reviewing each course record as in many clinical courses, credit can vary depending on each student's academic plan to complete his or her clinical or laboratory requirements. Also, credit hours awarded for clinical courses require substantially more contact hours and faculty time than lecture courses.

Quarter hours have been converted to semester using the calculation that three quarter hours are equivalent to two semester hours. Please note: as discussed with Mark Chisholm, the Health Sciences Center is reporting on a fiscal year basis rather than on an academic year as this is the most meaningful unit of measure. Most of the Health Sciences Center academic programs operate on a year round basis.

FORM 4

For the purposes of completing this report in a timely manner, the Health Sciences Center has not broken out the instructors in full-time, part-time and administration/staff categories. Almost all are full-time. Therefore, to present the data in the three categories is not possible or meaningful for the Health Sciences Center.

Teaching assistants are not used at the HSC in the education of health professions students.

Quarter hours have been converted to semester using the calculation that three quarter hours are equivalent to two semester hours.

Please note: as discussed with Mark Chisholm, the Health Sciences Center is reporting on a fiscal year basis rather than on an academic year as this is the most meaningful unit of measure. Most of the Health Sciences Center academic programs operate on a year round basis.

GENERAL COMMENTS ON FACULTY PRODUCTIVITY DATA COLLECTION FORMS

The Health Sciences Center is engaged in the education of health professions students. The education includes upper division undergraduate programs where students come to the HSC at least two or three years in another undergraduate institution to complete their specialized education, the education of first professional degree students in medicine, dentistry, nursing and pharmacy and graduate education at the masters and doctoral levels. This educational process ranges from traditional didactic course delivery to one-on-one training in clinical and basic science laboratory settings.

We at the Health Sciences Center are concerned that the development of faculty productivity measures for all of higher education is based on the traditional undergraduate model rather than the unique professional education offered at the only health sciences center in the State. Chancellor Fulginiti of the Health Sciences Center wrote a paper in August 1993 entitled "Health Sciences Professional Teaching/Learning." A copy of the paper is attached to this report. The chancellor's paper describes the complexity of education in a health sciences environment and the inter-relationships of activities. In health professions education, it is difficult to label a given activity education, clinical care or research because they are intertwined in many instances. The chancellor's paper provides specific examples of the interrelationships.

Additionally, it must be recognized that students in the health professions are required to meet a number of standards required by agencies external to the Health Sciences Center, Curriculum, courses and contact hours are designed to deliver the education necessary to train competent health professions students and assure that patients receive appropriate levels of care. Most of the curriculum requirements are mandated by accrediting agencies.

Lastly, to comply with this request for information, we had to spend many hours manually calculating the numbers included in this report. If there are to be continued requests for this type of information, we need adequate notice to develop and maintain the data. Once again, we believe that this data does not accurately or adequately represent the workload of our faculty in the health science center environment. We would be pleased to work with the CCHE and the legislature to prepare faculty workload and productivity indicators in the future that are meaningful in a health sciences center environment.

Colorado School of Mines

Colorado School of Mines policy states that "graduate teaching assistants are not to have the primary responsibility for organizing, teaching, or assigning grades in a course, but should serve only in assistantship roles as their titles imply. Graduate Teaching Assistants can be assigned to such roles in individual laboratory or recitation sections that meet once a week, but must be under the direct supervision of a faculty member at all times." Because of this policy, graduate TAs are not instructors of record and therefore data are not available on individual TA contact hours. The "Total Contact

Hours" column figures for Teaching Assistants, therefore, represent contact hours taught under this policy, but averaged across all courses rather than on a course-by-course basis. Under the assumption that the TA was in the laboratory approximately half the time, half of the total laboratory contact hours on campus were credited to Teaching Assistants and the faculty columns were reduced accordingly.

Colorado State University

- While type B instruction (independent study, internships, practicums, and supervised research) has been excluded from the calculation of faculty contact hours in this report, it is a vital and substantial part of the teaching responsibilities at a major research University.

- At Colorado State, for every two hours of direct classroom instruction (type A course) by a full-time faculty member, he or she has an additional contact hour of instruction in type B courses.

- Full-time Faculty-Contact Hours

Type A	203,592
Type B	102,434

Total	306,026

- While this teaching responsibility in internships, independent study and supervised student research represents low credit and contact hour producers, they are large time commitments.

- In course credits (where a three hour lecture course counts as three credits) our full-time faculty teach approximately 12 course credit hours per year of type A instruction. When you add the almost four course credits for type B instruction, then the total yearly course credits for full-time faculty are slightly more than 16.

Thus, the average workload for a full-time faculty member is a little more than five (5) three-hour courses per year.

- At Colorado State, faculty are required to supervise all graduate teaching assistants who are carrying out direct instruction of students. This is a significant teaching responsibility, full-time faculty instruction future faculty in the art and science of teaching, but is not reflected in their average weekly contact hours.

The substantial amount of instructional time for internships, practicum, and supervised student research, etc., is very much in keeping with the expected role and mission of a major land grant research institution and the type of programs in which we provide instruction.

University of Colorado - Boulder

Faculty Productivity Report Comments:

While statistically accurate, these particular reporting requirements do not fully reflect the time spent each week by FTE faculty in teaching activities.

- Form 4 gives an incomplete picture of faculty instructional contact hours with students. The differences between Type A and Type B instruction notwithstanding, typical Type B courses (independent study, supervised research, senior honors thesis, etc.) do involve the faculty members in direct contact hours with their students. This contact is one of the particular benefits of a research university, wherein students have the opportunity for highly valuable individualized contact with faculty and their research, scholarship, and creative work. Particularly because of the individualized nature of this work the number of student credit hours generated is low, and thus not a true reflection of the time spent by faculty members with students.

- Almost all departments have some type of undergraduate club or student organization that meets regularly with departmental faculty for educational enrichment activities. This is not reflected in any formal contact hour reporting.

- Teaching Assistants are used predominantly to lead laboratory and recitation sections of large courses, as opposed to providing primary lecture instruction. The Teaching Assistants are supervised by the faculty of the course, which adds to the weekly, instructionally related time spent by the faculty of these courses in a way not reflected in these forms.

- Graduate education is a specific part of the UCB role and mission. Typically done in small classes or one-to-one during thesis research, the time spent is not reflected in a large number of resultant student credit hours.

UCB Faculty have a strong commitment to undergraduate education that is not reflected in these reporting items. Thus, the following additional items are presented to indicate the broad range of the UCB undergraduate experience.

- In Fall 1993, 43% of the freshman class participated in special small courses intended to enhance the students' introduction to the University. These courses are in the following programs: FallFEST, Academic Access Institute, President's Leadership Class, Kittredge Honors Program, Farrand, Sewell and Williams Village Residential Academic Programs, Hallett Diversity Program, and Freshmen Seminars.

- In Fall 1993 66% of all first semester freshmen students had at least one lecture class with no more than 35 students in the class, and over half had at least one class with no more than 25 students in the class.

- For all students, almost half of all courses have 20 students or less, and 88% have enrollments of 50 or less.

- In a recent report to the UCB Regents the following commitment of the faculty was restated: Offering of core-curriculum courses and courses required for completion of undergraduate degree programs will have the highest priority, over purely elective undergraduate courses.

- A course-reservation system is used for core courses and many large required courses and allows unexpected needs to be taken into account in planning for the next offering of these courses. The system allows a student closed out of a course to reserve a place in it the next time it is taught.

- Course Availability is a key issue when considering a student's ability to graduate in a timely fashion. With regard to the required core curriculum, in 1991, 42% of core courses had a waiting list, involving 2.4% of students seeking enrollment, whereas in 1992, after a 9% increase in the number of core course sections that were offered, only 28% of the courses had a waiting list involving only 1.2% of the students.

- Much attention is given to increasing the opportunities for advising of students. This is reflected, in part, in the results of a recent random survey that showed that the number of sophomore who had fall advising sessions increased from 54% in 1989 to 83% in 1993.

- In the College of Arts and Sciences, the number of assigned advisees per faculty member increased from an average of 7 in 1988 to 20 in 1992. Additionally, over half of the faculty report meeting in formal advising sessions with students not assigned to them.

- The 6-year graduation rates for all new freshmen entering UCB in the years 1984-1986 are 61%, 60% and 66%, which compares very favorably to comparable research universities, and is higher than that of all other 4-year institutions in Colorado.

- In a workload survey most departments report that they give special attention to having experienced faculty teach introductory courses.

- Through the use of new funding from the Undergraduate Initiative, the Undergraduate Research Opportunities Program (UROP) is increasing its availability of grants to students to do supervised research with faculty, by 50%.

- In a survey by the UCB Council on Academic Advising, faculty respondents reported spending approximately five hours a week on out of classroom interaction with undergraduates, about a third of which was not directly related to classes being taught that semester. Further, 86% indicated that they had seen students in fall 1992 who were requesting letters of recommendation.

Adams State College

The clearly predominant majority of ⁶⁷Adams State College faculty carry semester teaching loads of twelve hours each. The minority exceptions are those who also serve

as department heads or are recommended by their dean for specified non-teaching responsibilities such as research, departmental curriculum projects, and grant or program administration. The typical amount of released time for these faculty is one, three hour course. The majority of faculty research, publication, and grant activity is done by faculty teaching all twelve hour loads.

University of Colorado - Colorado Springs

The Colorado Springs campus of the University of Colorado is a comprehensive baccalaureate liberal arts and sciences institution with selective admission standards. It provides selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area. Full-time faculty are required by the rules of the Regents to do research, teaching, and service that are judged "meritorious," and must demonstrate "excellence" in either research or teaching to receive promotion and tenure.

The University of Colorado at Colorado Springs is a selective research institution. Twenty-eight percent of UCCS's student population in the fall of 1992 were graduate students who are required to be involved in research activities. It is important to note, however, that research is usually a low producer of contact hours and/or course credit hours.

In comparing UCCS to the other four-year schools in the state using request budgets, UCCS had the second best student-faculty ratio in 1992-93 -- 15.8:1. UCCS works hard to maintain small class sizes to strengthen the undergraduate and graduate educational experience. As a result, although faculty reach 2.8 courses per semester, their student credit hours (total students taught) may be lower than other institutions.

UCCS differs from comparison institutions of higher education in the state, however, because a large percentage of our student body consists of nontraditional students. For example, only 48.44% of our students in the fall of 1992 were 24 years or younger. In addition, for that same academic term, 43.53% of our students were part-time.

The University of Colorado at Colorado Springs' main focus for lower-division, undergraduate students in on Type A Instructional Activities (e.g., lectures, recitations, seminars, etc.). Therefore, student credit hours for Type B instructional activities (internships, practicums, vestibule labs, etc.) for this group of students are lower than might be expected. However, a variant on Type B instructional activity occurs during the newly-developed mandatory Student Orientation. During this process, student-needs profiles are completed. After immediate feedback sessions, students then meet with advisors to review the assessment outcomes, to guide students in course selections(s), and address any demonstrated needs for the services of the five centers of excellence.

At the upper-division level, Type A and Type B activity student contact hours are almost identical, indicating that individual instruction occurs more at the junior and senior levels. Finally, Type B student credit hours are at 49.7% for graduate-level

instruction activities that include thesis, dissertation, and independent study activities which may involve many hours of interaction between students and faculty but which are officially recorded as only a few contact hours.

Because of UCCS' nontraditional student body, it is imperative that we offer numerous sections of the high-demand courses during convenient evening hours. Overall, required undergraduate courses at UCCS are offered with enough frequency that students can graduate within four years. Of the 263 possible required courses across all undergraduate colleges, 87.5% are offered at least once a year with 35.7% of the required courses offered both during day and evening hours in any given academic year.

University of Colorado - Denver

According to the CCHE Colorado Statewide Master Plan, the Denver campus of the University of Colorado is authorized to be a comprehensive baccalaureate liberal arts and sciences institution with high admission standards; and to provide selected professional programs and such graduate programs at the masters and doctoral level as will serve the needs of the Denver metropolitan area. CU-Denver offers 30 baccalaureate degree programs, 42 masters level programs and 4 Ph.D. programs. Forty-three percent of the enrollment is in graduate programs.

With the highest percentage of graduate enrollment among the State Universities, excluding veterinary and medical programs, CU-Denver's full-time faculty must devote a significant amount of time to teaching at the graduate level. However, the contact hours taught by full-time faculty are almost equally divided between undergraduate and graduate instruction. Full-time faculty spent 42,787 contact hours in lower and upper division instruction and 45,414 contact hours in graduate instruction. The colleges are seeking to reduce the proportion of sections staffed by honorarium faculty in appropriate ways. For example, over the past three years, in Engineering and Applied Sciences, this effort has increased the proportion of core/required courses taught by the regular faculty from 38% to 65%.

CU-Denver has targeted the enhancement of undergraduate education as a major initiative for the years 1993-1997. Programs in place to assist in this effort include CU-Succeed, Freshmen Seminars, and the creation of a Division of Undergraduate Studies. In addition, data recently prepared concerning course availability at the undergraduate level show that 91.1 percent of required courses are offered every year or more regularly. When the courses that are offered three out of four years and every two years are added to these numbers, 100% of the required courses are available to CU-Denver students at least every two years.

University of Northern Colorado

The University of Northern Colorado's role and mission, as defined in statute, is to be a general baccalaureate and specialized graduate research university. UNC is authorized by the Colorado Commission on Higher Education to award baccalaureate

degrees in 39 programs, master's degrees in 38 programs, educational specialist degrees in 4 programs and doctoral degrees in 22 programs. The instructional workload for faculty at UNC, shown in this report, reflects the breadth and diversity of the University's role and mission. Most of the instructional activities at UNC, whether measured by student credit hours or classroom contact hours, is provided by full-time faculty. Further, this statement is true for each level of instruction, from lower division courses through graduate II courses.

Undergraduate students at UNC have substantial contact with full-time faculty. Full-time faculty provided over 67% of the undergraduate classroom contact hours, and full-time faculty supervised over 2,700 students in individualized instruction (practicums, internships, student teaching, and independent studies). Teaching assistants and part-time faculty provide only 15% and 12% respectively, of the undergraduate contact hours. In addition, full-time faculty at UNC are also responsible for the vast majority of graduate instruction. However, graduate level courses account for only 27% of the classroom contact hours provided by full-time faculty.

Fort Lewis College

The standard teaching load of a full-time faculty member at Fort Lewis is 24 teaching units (the same as credit hours). Exceptions are made only on approval of the Vice President for Academic Affairs, and are limited to equivalencies for department chair or other administrative responsibilities; supervision of Type B activities; special projects; occasional institutional match for sponsored research.

The FLC classroom "hour" is 55 minutes instead of the customary 50 minutes. The FLC trimester is about 10% shorter, so the two circumstances cancel each other. A course credit hour never involves less than 750 contact minutes.

Mesa State College

The data reported for Mesa State College contains no idiosyncracies. It should be noted, however, that for certain vocational/occupational courses, instructor contact hours are not directly correlated to course credit hours as they are for non-vocational courses. For example, the majority of the vocational courses are open entry/open exit courses; therefore, each instructor is available for structured courses and open lab instruction approximately eight hours a day. Because of this, it is possible to supervise a number of the lab courses concurrently. The credit hours and contact hours are consistent with CCCOES guidelines for vocational programs.

There are no plans to change the instructional practices of the College at this time.

Metropolitan State College of Denver

N/A

University of Southern Colorado

The University of Southern Colorado defines the teaching load for a full-time faculty member as 24 credit hours, or the equivalent, per academic year. Equivalencies must be authorized by the appropriate dean or the Provost and are usually limited to:

- administrative duties for department chairs or program directors;
- departmental or institutionally sponsored research;
- supervision of Type B activities;
- sabbatical leaves; and
- special projects (e.g., preparation of a self-study for an accreditation visit).

Western State College

Reported data for 1992-93 was not affected by our new calendar since we did not convert to the Western Scholars Year until the fall term of 1993. Future reports will be different because student loads per term are smaller and faculty loads are distributed through the whole year, not just fall and spring terms. We have retained the semester credit hour as our elementary unit of credit and will therefore be able to continue to compute ratios in semester credit hour units.

Arapahoe Community College

N/A

Community College of Aurora

The Community College of Aurora (CCA) is proud of the high quality of its entire faculty. CCA's faculty development activities have earned national recognition, including awards from the National Council of Instructional Administrators (1992) and the National Council for Staff, Program, and Organizational Development (1991), and a Beacon Grant from the American Association of Community Colleges / Kellogg Foundation (1992). CCA relies heavily on the teaching services of part-time faculty members, as the data show. The College makes additional pay available to encourage part-time faculty members' involvement in assessment, planning, curriculum development, and other activities outside the classroom. The College's full-time faculty members devote half of their time to non-teaching duties.

Community College of Denver

N/A

Front Range Community College

N/A

Pueblo Community College

Pueblo Community College uses input for its program advisory committees, Vocational Advisory Council, historical and projected enrollment and placement data, and marketing analyses to delete or add programs of study.

Enrollment and placement statistics for a period of from three to five years are studied and every effort is made to recruit and to retain students and to revitalize a program prior to its deletion from the College. Additionally, the availability of space, qualified faculty, and technology is considered.

Similarly, prior to offering a new program of study, research is done to determine its viability, job placements, cost effectiveness, and business/industry needs. Faculty, state program specialists, advisory committees and PCC administrators study the gathered statistics and reach consensus that the program should be implemented.

Pikes Peak Community College

N/A

Red Rocks Community College

The Red Rocks Community College mission and purposes reflect the comprehensive nature of an educational institution dedicated to meeting community needs. A review of RRCC's faculty data reveals a high level of productivity and efficiency in providing courses for the first two years of baccalaureate education, occupational education, basic skills education, continuing education, and customized service for public and private sector employers.

RRCC feels that courses utilizing educational technology for the delivery of instruction (e.g., instruction delivered by interactive television) should be included in the Type A category rather than Type B. The college feels that the quality of the educational content and faculty preparation are at the same level as Type A offerings.

It should be noted that the college's vestibule laboratory offerings are highly efficient in relation to faculty productivity (one full-time faculty member, and 8-14

part-time instructional associates). Over 900 students were provided with basic skills instruction during 1992-93. Providing basic skills is an activity of the college that makes an important contribution to the college mission and to the community.

Lamar Community College

The figures provided for pages two and three of this report came from a data base that was just recently developed. We are working with the CCCOES Computer System Office to refine and expand this data base. We are confident that as the data in this base is refined and more widely used, more meaningful information will be provided to the campus administration upon which decisions can be reached.

This data will help the institution analyze the mix of its part-time and full-time faculty and the effect that this mix has on the teaching/learning environment. The data will also help the administration analyze its resource use in providing its educational product.

Morgan Community College

It is noted in reference to data reported under FORM 1, that full-time faculty (total headcount) exceeds total FTE for Full-time Faculty due to FTE allocations to non-credit programs, e.g. Area Vocational School, Adult Basic Education. The general direction of institutional faculty FTE and student credit hour FTE will be a slow upward growth, with predominant increases in TYPE A courses.

Otero Junior College

All full-time faculty at Otero Junior College are expected to comply with SBCCOE policy of a 40-hour work week with a faculty work load of at least 15 semester hours per term. Additionally, student-faculty ratios have substantially increased since the 1988-89 academic year. All such ratios since the 1991-92 year have exceeded the budgeted formula ratios.

Trinidad State Junior College

Over the last year, Trinidad State Junior College has restricted instructional loads for full-time Arts and Sciences faculty to 15 credit hours. Part-time faculty members teach 11 credit hours or less. Instructional loads in the occupational areas are much more idiosyncratic and difficult to set at this time. In the academic transfer area, TSJC has an Athletic Director, coach and faculty member who was counted as 1.0 FTE faculty, and two coaches who teach less than half-time loads who were counted as part-time faculty.. During 1992, one faculty member was on sabbatical leave fall semester and full-time spring semester and she was counted as a .5 annual FTE. Another faculty member who coordinates a program part-time was counted as .375 annual FTE faculty.

In the occupational side, all instructor credit hours are listed; thus, when two classes are taught at the same time, both are included. Team teaching totals are divided and, during 1992-93, one faculty member assisted in the S.B.D.C. and was, therefore, listed in the part-time faculty category only.

Aims Community College

Because of the large number of duplicate time courses, team teaching, and large numbers of mini-sections offered in our occupational programs, we feel our data is understated. We have done our best to adjust for the above mentioned items, but we still have some areas that are problematic in a few of our occupational programs. We will continue to work on these areas.

We were very careful to exclude full-time overloads from the full-time numbers and include them with the part-time numbers. We have several full-time faculty who teach voluntary overloads as part of their regular teaching loads. These faculty contact hours are not reflected in the full-time numbers and minimizes that amount of time that full-time faculty spend in the classroom.

The loads of our full-time faculty may also be under-represented by eliminating summer term from the data requested. We have several faculty members that taught in the summer as part of the regular teaching assignment in lieu of teaching during a fall, winter, or spring quarter. The contact hours, course credit hours, and the student credit hours were not included, even though we counted the faculty FTE as 1.0.

Colorado Mountain College

N/A

Colorado Northwestern Community College

N/A

Northeastern Junior College

The data supplied to CCHE for this report on faculty productivity for 1992- 93 from Northeastern Junior College represents the college's Work Load Policy that requires 30 to 32 semester credits of teaching for each full-time faculty member. The 30 to 32 credits are accomplished by combining of fall and spring semester loads for each faculty member. Some vocational full-time faculty spend as many as thirty-five contact hours per week with students.

Not measured in the productivity data are other duties of full-time faculty members, including student advising, self-preparation and materials preparation for classes, curricular development, and student and course evaluations.

Northeastern Junior College's faculty productivity attempts to demonstrate good use of faculty time and college resources for the benefit of students.

CCHE FACULTY PRODUCTIVITY DATA COLLECTION FORMS

The Colorado Commission on Higher Education (CCHE) will begin publishing several "Faculty Productivity" measures in the fourth edition of the *ScoreCard on Colorado Public Higher Education*. In addition, data on faculty productivity is very likely to be needed to comply with the selection of "Productivity" as one of the five SB 136 policy areas. It is vitally important to public higher education that data on this issue be available by the beginning of the 1994 legislative session. Two of the measures can be computed with currently available data:

- student/faculty ratios by level of course (uses Request Budget Format 40 fiscal year totals); and
- percent of total revenue contributed by sponsored programs (as an indicator of the amount of non-instructional activity at the institution.)

The other measures, however, require a separate data collection. Because of the importance of this data, we are requesting that the data be provided by December 15, 1993 and earlier than that if at all possible. The data must be provided by January 7, 1994 at the very latest. These measures are:

- percent of academic year Type A (classroom and laboratory) average weekly faculty contact hours taught by instructional level (lower division, upper division, graduate I, and graduate II) and by type of faculty (full-time, part-time, grad TA, and other);
- for academic year Type A (classroom and laboratory) instruction taught by full-time faculty, the average number of:
 - weekly faculty contact hours
 - course credit hours
 - student credit hours; and
- for average academic year Type B (individual) instruction taught by full-time faculty, the average number of:
 - student credit hours
 - students taught.

The following pages include the data collection forms to be used, and definitions and procedures for filling out the forms. Any questions should be directed to:

The Office of Information and Research
 Colorado Commission on Higher Education
 1300 Broadway, Second Floor
 Denver, Colorado 80302
 (303) 866-2723

DATE DUE: December 15, 1993 or earlier, Final Deadline: January 7, 1994

FILLED OUT BY: _____

TITLE/TELEPHONE NUMBER: _____ / _____

FORM 1 Faculty Count in Academic Year² 1992-93		
	Total Headcount	Total FTE
Full-Time Faculty³		

FORM 2 Overall Counts in Academic Year 1992-93	
Total for Type A Courses	
Course Credit Hours	
Student Credit Hours	
Total for Type B Courses	
Student Credit Hours	

FORM 3 Type B Courses in Academic Year 1992-93 Taught by Full-Time Faculty		
	Total Student Head- Count	Total Student Credit Hours
Course Level		
Lower Division		
Upper Division		
Graduate I		
Graduate II		

CCHE FACULTY PRODUCTIVITY DATA COLLECTION FORMS 2 of 3

DATE DUE: December 15, 1993 or earlier, Final Deadline: January 7, 1994

FILLED OUT BY: _____

TITLE/TELEPHONE NUMBER: _____ / _____

FORM 4 Type A Courses⁴ in Academic Year 1992-93			
Level of Course and Type of Instructor	Total Contact Hours	Total Course Credit Hours	Total Student Credit Hours
Lower Division Courses			
Full-Time Faculty			
Part-Time Faculty			
Administration/Staff			
Teaching Assistants			
Upper Division Courses			
Full-Time Faculty			
Part-Time Faculty			
Administration/Staff			
Teaching Assistants			
Graduate I Courses			
Full-Time Faculty			
Part-Time Faculty			
Administration/Staff			
Teaching Assistants			
Graduate II Courses			
Full-Time Faculty			
Part-Time Faculty			
Administration/Staff			
Teaching Assistants			

DATE DUE: December 15, 1993 or earlier, Final Deadline: January 7, 1994

FILLED OUT BY: _____

TITLE/TELEPHONE NUMBER: _____ / _____

DESCRIPTIVE/EXPLANATORY PARAGRAPH

Please include a paragraph for your institution/campus to be included in the scorecard data reported to CCHE and in the scorecard reports prepared by CCHE. Institutions may describe data idiosyncracies as well as directions of intended change in instructional practices over time and/or specific ways that institutional mission is or is not reflected in scorecard faculty productivity measures:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NOTES

1. Institutions report raw summary numbers, as specified in data collection Forms 1 through 4. The CCHE calculates all derived scorecard measures (i.e., percentages, averages) from this data. When aggregations of the data are reported, it will be noted that this may mask important mission differences of institutions.
2. Academic year includes fall and spring terms (and winter term for institutions on a quarter system). Exclude summer and interim terms. Institutions on unique calendars (e.g., Fort Lewis College and Western State College) should contact CCHE staff for instructions about which terms to include in the academic year.
3. For full-time faculty, both the headcount and the FTE shall be reported. Where faculty are appointed 100% to the institutional instructional function, the FTE will be 1.00.

Where full-time faculty have split appointments between instruction and other institutional functions, such as agency or sponsored research, only the instructional portion of FTE will be reported. (See Definitions section for more discussion of full-time faculty with 'split' appointments.)

Where full-time faculty teach additional course sections on an "overload" assignment basis, the faculty FTE of overload will not be included in the full-time category, but will be reported as part-time faculty.

4. See Definition Section for a definition of Type A courses and for a discussion of how to report Team-Taught and Cross-Listed Courses.

DEFINITIONS

Average Weekly Faculty Contact Hours -- total weekly contact hours divided by FTE faculty.

Contact Hours -- in effect, the class meeting "start-stop" time multiplied by the number of days that the class meets divided by 50 (50 minutes comprises a standard instructional "hour".) Include exam week meeting times.

In some cases, the actual meeting times may not be available. In this case, the relationships between Base Contact Hours and Credit Hours described in the definition for Type A Courses and in Table I should be used. For example, a three credit hour course requires three base contact hours, which is defined as 2,250 minutes (3×750) or 45 contact hours.

Course Credit Hours -- the course credit values of each course section taught, i.e., the amount of credit that each student receives for completing the course.

Course Level Classifications:

- Lower Level - Courses designed primarily for students at the freshman and sophomore level.
- Upper Level - Courses designed primarily for students at the junior and senior level.
- Graduate I - Courses designed primarily for students classified as Graduate I (below master's degree level).
- Graduate II - Courses designed primarily for students classified as Graduate II (at or above master's degree level).

Course Sections -- the separately recorded and identifiable courses taught, including multiple offerings of the same course, in which students enroll and for which students receive degree credit on their transcripts.

Course Sub-Sections -- the separately organized and scheduled course-related instructional activities which typically supplement lecture courses and are required as part of enrollment in a lecture-type course. Sub-sections are generally laboratory and/or recitation-quiz instructional activities and do not receive separate credit on the transcript. Meeting times for sub-sections should be included when calculating total course contact hours. Proportionately allocate contact hours, course credit hours, and student credit hours based on who is teaching sub-sections and course sections.

Cross-Listed Courses -- when courses are cross-listed across instructional levels (example: History, upper division and graduate I) the contact hours, course credit hours, and student credit hours will be reported separately. This practice reflects the added load required to teach different groups of students with different level or subject matter expectations. In addition, it provides a practical alternative to dealing with what would otherwise be a time-and-resource consuming, as well as technical, burden to consistently

DEFINITIONS (Continued)

modify the data across institutions. (Note, courses cross-listed across departments should be treated as only one course rather than two courses.)

Full-Time Equivalent Faculty -- faculty on full-time academic year appointment (1.00 FTE) or fiscal year appointment (1.20 FTE, but counted in scorecard data as 1.00 because the base is academic year) who are expected to teach a typical institutional load. Reported as 1.00 FTE.

Full-time faculty who have no teaching expectations at all, such as library administrators or research faculty, will not be included in either the headcount or FTE faculty totals.

FTE for the portion of the academic year during which a faculty is away on sabbatical will not be reported. Thus, a faculty member on sabbatical for a semester will be reported as .50 FTE.

Some full-time instructional faculty may have "split appointments" between instruction and agency-or-research funded accounts (with FTE breaks such as .50/.50, .75/.25, .25/.75, and so on). Where the intent of over?l appointment of a faculty member is to fulfill the duties of a full-time instructional faculty, regardless of a split appointment, only the instructional appointment FTE shall be reported. Note: Where there is no split appointment between instruction and other functions, no prorating of faculty FTE shall be made to reflect "release time" for special tasks, such as institutional committee service. Instead, the entire 1.00 FTE will be reported.

Academic department heads on full-time total aggregated appointment shall be reported as 1.00 FTE regardless of whether the department chair portion of their administrative duties is separately appointed or funded.

Note: All full-time faculty who teach during the reported academic year shall be reported in either the "full-time" category or the "other" category (see below).

Full-Time Headcount Faculty -- faculty on full-time academic year appointments, as defined by the institution, who are expected to teach, even if the teaching load is less-than full-time. See definition above for full-time equivalent faculty.

Graduate I Courses -- See Course Level Classifications.

Graduate II Courses -- See Course Level Classifications.

Lower Level Courses -- See Course Level Classifications.

Other Faculty -- administrative staff (including academic deans), research faculty, and others who teach for no extra pay, or for no separate instructional pay. These faculty often hold faculty rank in addition to another title, and are expected to teach less than the typical institutional teaching load. Note, the actual number of other faculty or other faculty FTE is not requested, but contact hours, course credit hours, and student credit hours taught by other faculty must be reported, by course level, on Form 4.

DEFINITIONS (Continued)

Part-Time Faculty -- those faculty on less than full-time academic year or fiscal year appointment, as defined by the institution, or independently contracted temporary faculty, regardless of the number of courses taught. Full-time faculty teaching an overload as part of a separate contract would be included in this category. This category includes "honorarium" faculty. Note, the actual number of part-time faculty or part-time faculty FTE is not requested, but contact hours, course credit hours, and student credit hours taught by part-time faculty must be reported, by course level, on Form 4.

Student Credit Hours (SCH) -- the sum of course section credit hours times the number of students enrolled in that course section. The total SCH's reported here should equal the SCH reported for fall and spring terms (and winter term for institutions on a quarter system) on Format 70 and to the CCHE on the *Student Enrollment Report*, consistent with the guidelines in the *CCHE FTE Reporting Policy*.

Student-Faculty Ratios -- full-time equivalent (FTE) students divided by instructional FTE faculty, as reported in Format 40 of the *Institutional Budget Request Documents*. Definitions for FTE students and FTE faculty are provided in the budget book instructions. This measure is based on fiscal year rather than academic year data. The FTE faculty value used in this measure is not the same as the FTE faculty measure used in Forms 1 through 4 (see definition in this section).

Student Headcount -- the total student enrollment at given course levels. This data element is requested in Form 3 for Type B Courses. Students taking more than one Type B course should be counted once for each course. In other words, the total student headcount would be a "duplicated" headcount.

Teaching Assistants -- typically graduate students holding or working toward advanced degrees, who teach course sections or supplemental recitation and/or laboratory subsections in connection with lecture course sections. Note, the actual number of teaching assistants or teaching assistant FTE is not requested, but contact hours, course credit hours, and student credit hours taught by teaching assistants must be reported, by course level, on Form 4.

Team-Taught Courses -- when two or more instructors teach one course section together as a team, the weekly contact hours will be counted and reported only once. The principle here is that multiple faculty teaching one course section are each assigned a portion of the teaching responsibility and, therefore, a portion of the contact hours. In addition, course credit hours and student credit hours should be proportionately allocated.

Type A Courses -- instruction that consists of those methods in which the consumption of faculty resources by the student is reasonably concrete and measurable. In these instances, the criteria are established in terms of a faculty Base Contact Hour:

- i. **BASE CONTACT HOUR** - The faculty Base Contact Hour represents a standard measurement of the consumption of faculty resources by students. It consists of the number of minutes of instructional activity involving direct contact of faculty

DEFINITIONS (Continued)

with students in a given term utilizing a particular method of instruction. The standard measurement for a faculty Base Contact Hour is:

- ii. One Base Contact Hour = a minimum of 750 minutes (fifteen 50-minute hours per semester) for semester systems; or = a minimum of 500 minutes (ten 50-minute hours per quarter) for quarter systems.
- iii. Credit hour/Base Contact Hour relationships then are established for the various methods of instruction. For a course comprising elements of more than one of these methods (e.g., one hour of lecture and two hours of academic laboratory instruction), the credit value shall be calculated by the summations of the various elements. Table I contains definitions for Type A instructional activities.

Type B Courses -- instructional activity that includes those methods where the measurement of faculty resource consumption by students is less definitive and will vary depending on the activity. The activities occurring in these areas are, therefore, defined in a "contractual relationship" between faculty and students. Consumption of faculty resources by students is measured indirectly by a consideration of student effort involved. Table II lists examples of different type of Type B courses.

Upper Level Courses -- See Course Level Classifications.

Weekly Faculty Contact Hours -- the class meeting 50-minute "hours" over the course of the entire academic year. It is computed from the Total Contact Hours collected on Form 4: total contact hours are divided by 30 to obtain weekly contact hours, based on the assumption that two semesters (or three terms) meet for a total of 30 weeks.

TABLE I Definitions of TYPE A Instructional Activities	
TYPE A INSTRUCTIONAL ACTIVITIES	MINIMUM NUMBER OF BASE CONTACT HOURS NEEDED TO GENERATE ONE CREDIT HOUR
Audit	Same as course instructional type
Field Instruction	2.5
Laboratory: Academic or Clinical	2.0
Laboratory: Vocational/Technical	1.5
Lecture	1.0
Physical Education and Recreation Activity Courses	2.0
Private Instruction	0.5
Recitation; Discussion; Seminar	1.0
Studio - Art	2.0
Studio - Music	2.5

TABLE II
Definitions of TYPE B Instructional Activities

TYPE B INSTRUCTIONAL ACTIVITIES	DEFINITION
Doctoral Dissertation	Credit enrolled for during formal period of work on doctoral dissertation. ...
Independent Study	Student project with only minimal faculty direction.
Instructional Lab	Individualized instruction using tapes, films, and other media without direct faculty supervision.
Internship; Clinical Internship; Cooperative Education	Work-oriented instruction involving the implementation of classroom or laboratory experiences coordinated by a faculty member.
Master's Thesis	Credit enrolled for during formal period of work on Master's Thesis. ...
Practicum; Clinical Practicum	Work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision of a faculty member.
Research	Credit formally enrolled for during period of research instruction in pursuit of Ph.D.
Student Teaching	Faculty supervised learning experience in which student applies knowledge gained in the teacher education program to a classroom setting.
Study Abroad	An instructional mode involving travel to another country, and conducted by the faculty.
Educational Technology	A course utilizing educational technology for the delivery of instruction. ...
Vestibule Lab	Laboratory instruction in basic skills ... provided and supervised by faculty at institutions with a special mission to serve marginally qualified or academically deficient students ... that is designed to improve the academic or preparatory skills of students with specifically identified deficiencies, ...

INSTITUTIONAL GROUPINGS

There is no ideal way to group the public institutions in Colorado. Each institution has a unique role and mission and varies from others in terms of the type of students, geographical location, and mix of program. The following groupings are similar to those used in the *ScoreCard* and other Commission reports and documents.

- | | |
|--------------------------|---|
| Public System -- | Includes all state system colleges, does not include the local district colleges |
| Research Universities -- | <p>Institutions with doctoral programs and significant research dollars and programs, includes:</p> <p>Colorado School of Mines
Colorado State University
University of Colorado at Boulder</p> |
| Comprehensive -- | <p>Institutions with masters level programs and possibly limited doctoral programs, some research, but not to the extent of the research universities, includes:</p> <p>Adams State College
University of Colorado at Colorado Springs
University of Colorado at Denver
University of Northern Colorado</p> |
| Baccalaureate -- | <p>Institutions with primarily baccalaureate programs, may have limited masters programs and, in some cases, may also have some two-year programs, includes:</p> <p>Fort Lewis College
Mesa State College
Metropolitan State College of Denver
University of Southern Colorado
Western State College</p> |
| Urban Community Col -- | <p>State system community colleges located along the front range in metropolitan areas, includes:</p> <p>Arapahoe Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College</p> |

- Rural Community Col -- State system community colleges located in smaller communities not part of a metropolitan area, includes:
- Lamar Community College
 - Morgan Community College
 - Otero Junior College
 - Trinidad State Junior College
- Local Districts -- Local district community colleges that have local tax support as well as some state funding, includes:
- Aims Community College
 - Colorado Mountain College
 - Colorado Northwestern Community College
 - Northeastern Junior College
- Specialized Medical -- Institutions with exclusive medical programs. The professional veterinary program at CSU is sometimes reported separately because of unique funding and programming, however, in this report, the CSU - PVM program is not reported separately from other Colorado State University data. The other specialized medical school in Colorado is:
- University of Colorado Health Sciences Center